

# 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

### Cover Sheet

Type of School:  Elementary  Middle  High  K-

12

Name of Principal Ms. Barbara J. Wesolowski  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Damian School  
(As it should appear in the official records)

School Mailing Address 5300 W. 155<sup>th</sup> St  
(If address is P.O. Box, also include street address)

Oak Forest, IL 60452-3321  
City State Zip Code+4 (9 digits total)

County Cook School Code Number\* N/A

Telephone ( 708 ) 687-4230 Fax ( 708 ) 687-8347

Website/URL stdamianschool.org E-mail stdamian5300@yahoo.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date 1/19/05

Name of Superintendent\* Nicholas M. Wolsonovich, Ph.D.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago Tel. ( 312 ) 751-5295

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date 1/19/05

Name of School Board President/Chairperson Mrs. Lorri Nagle  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date 1/19/05

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 15 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	46	37	83
K	24	22	46	8	46	44	90
1	37	41	78	9			
2	36	35	71	10			
3	42	37	79	11			
4	37	45	82	12			
5	34	48	82	Other			
6	44	41	85				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>696</b>

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 89                | % White                          |
| 4                 | % Black or African American      |
| 4                 | % Hispanic or Latino             |
| 3                 | % Asian/Pacific Islander         |
| 0                 | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 0.4 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	3
<b>(4)</b>	Total number of students in the school as of October 1	696
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.0043
<b>(6)</b>	Amount in row (5) multiplied by 100	.43

8. Limited English Proficient students in the school: 0 %  
1 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: N/A %  
 Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{6}{41}$  % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>6</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	_____
Classroom teachers	<u>27</u>	<u>3</u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>13</u>
Support staff	<u>5</u>	<u>2</u>
Total number	<u>38</u>	<u>19</u>

12. Average school student-“classroom teacher” ratio: 28:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	6%	15%	6%	6%	18%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

St. Damian School is a Christian educational community of the Catholic Church of the Archdiocese of Chicago located in Oak Forest, Illinois, a community of approximately 28,000. St. Damian School is a well-maintained, updated facility currently housing approximately 700 students and a staff of 31 full-time teachers, 14 teacher assistants, a full-time school nurse, a full-time Special Services coordinator, and a part-time school counselor. A spirit of collegiality dominates St. Damian School's educational environment as parents, faculty, staff, and administration work together. In addition to its strong academic curriculum grounded in the Catholic tradition, St. Damian School is unique because all 700 of its students actively engage in Christian service to others and also because an extraordinary number of the school's parents model this value of Christian service by volunteering their time and talent to support students and teachers in fulfilling the mission of the school.

St. Damian School takes pride in its high enrollment, the commitment of school families to Catholic education, excellent parent involvement, high ratio of parent volunteers, and evidence of generational school families. The school has experienced many building upgrades in the past five years to improve space utilization including the reconfiguration of the Library and Computer Lab to create a Media/Information Technology Center. In addition, there is Internet access in all classrooms and offices. Wireless networking has also been installed for the classroom laptop computers purchased in the summer of 2004. The faculty of St. Damian School is a committed and dedicated group of individuals who work hard to ensure all students are learning. Teachers keep abreast of new and innovative teaching trends to continuously improve upon their teaching skills and methods. Each teacher takes advantage of the numerous opportunities offered through staff development, off campus workshops and inservices, and Internet learning modules. Creativity and teaching/learning strategies are further developed in sharing sessions during curriculum, grade level, unit, and general faculty meetings. All faculty members actively serve on a number of committees collaboratively working to improve the school. Teachers continuously incorporate new technology into their lesson plans. Teachers strive to offer different types of learning experiences for the differentiated abilities of the students. Working with small groups or individual students, re-teaching concepts, encouraging abstract thinking and problem solving strategies, and offering enrichment activities for advanced learners are some of the many ways teachers address the different needs of their students and promote lifelong learning.

Through the leadership and example of the administration, teachers are encouraged to promote their individuality and Catholicism. Communication among teachers, administration, and school community members is a priority. The results of the National Study of School Evaluation survey undertaken in the spring of 2004 indicate a high degree of satisfaction with the quality of the school and its educational program. There is strong agreement among the cohorts surveyed that St. Damian provides a safe and orderly environment and that teachers hold high expectations for student learning. The community strongly agrees that the school contributes to the well being of the parish and that it has a strong, vital future.

All at St. Damian School are aware of each child as a total human person with unique physical, spiritual, intellectual, moral, and social needs. Through a formative curriculum and a belief in the continuous progress of students, all are committed to a superior standard of academic quality and achievement, taking into account the unique potential of each student. Engaged learning and project-based learning are practiced throughout the curriculum. Older students are paired with younger ones to work on reading and writing activities and learn valuable lessons from one another. Instructional modifications and a strong peer-tutoring program assist in meeting the needs of our academically diverse population. Together we strive to achieve the ultimate goal of providing an excellent experience for the students. All the various constituencies of the school community work together in making St. Damian School the Catholic, nurturing, excellent school that it is.

## PART IV - INDICATORS OF ACADEMIC SUCCESS #1

At St. Damian School, we believe assessment is the first step toward improving student achievement. We need to know where we are before we can determine how far we need to go. The TerraNova Multiple Assessment is administered annually in early March to all students in Grades 3, 5 and 7. This assessment measures important higher-order thinking skills as well as basic and applied skills. TerraNova includes an integrated Reading/Language Arts test (Reading and Language Arts scores are reported separately), and Mathematics, Science, and Social Studies tests. These tests combine selected-response items with constructed-response items that ask students to produce their own responses. Constructed-response items let students demonstrate their skills in contexts related to classroom and real-world situations and present opportunities to apply learning.

Since St. Damian School does not have any subgroups, the reported scores reflect the achievement of all the school's students at each grade level tested. Students with special learning needs are included in the data.

St. Damian School students performed well above the national average in every subject on the March 2004 TerraNova Multiple Assessment administered to every student in Grades 3, 5 and 7. All scores were several percentage points above the national norm of 50. Seventh graders scored 33 percentage points above the national norm in math and 30 percentage points above the norm in reading. Fifth graders scored 17 percentage points above the national norm in math and 29 points above the norm in reading. Third graders scored 22 percentage points above the national norm in math and 28 percentage points above the norm in reading.

While fifth graders scored above the norm, teachers were concerned about the inconsistency of the TerraNova math score when compared with the fifth graders' classroom assessment and daily student performance. Throughout the school year, math teachers attend professional development days in math to learn from what research states to be the most effective way to teach math to middle grade students.

Each school year math improvement has been part of St. Damian School's annual goals. A weekly Friday morning Math Mad Minute, a timed one-minute assessment prepared by the classroom teachers and appropriate for the grade level, is held at the same time each week at the start of the school day. Problems are posted on the board as students enter the room and serve as a warm-up to math class. In order to raise math test scores to a level on par with the other content and skill areas tested, school-wide math projects have been organized, e.g., a Geometry Hunt, the using digital cameras to capture geometric shapes in and around the school and M & M math projects and displays.

St. Damian School's reading scores have always been in the top quartile. Efforts in creating lifelong readers have been most successful. In addition to the national percentile scores, the school receives reports from CTB/McGraw Hill through the Office of Catholic Schools in Archdiocese of Chicago, which report both obtained and anticipated scores based on the administration of InView. InView consists of five subtests that measure cognitive ability. The Cognitive Skills Index (CSI) is a standardized score based on a student's performance on InView and indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. These obtained vs. anticipated scores are extremely useful in identifying whether students are performing to their potential and are helpful to both teachers and parents when considered together with classroom assessments and daily class work. These scores can also be used to identify potential strengths and needs in the content areas tested as well as individual student growth.

## PART IV - USE OF ASSESSMENT DATA #2

St. Damian School uses the results of its annual standardized assessment to understand and improve student and school performance in several ways. Every effort to meet the educational needs of the school's diverse learning population begins with a faculty review of spring assessment data in mid-May. An entire afternoon of planning is set aside to analyze the data. Strengths and weaknesses are identified and test item objectives are analyzed utilizing the resources provided by the testing publisher, CTB/McGraw-Hill. While these assessment results are not the only indicators of student success, they play a significant role in curriculum development. Curriculum committees comprised of teachers representing all grade levels meet monthly to work on curriculum mapping and articulation. After assessment data is studied, efforts are made to "plug in the gaps". Working in tandem with the school administration, the faculty establishes annual goals to improve student skills and targets specific areas for improvement. In order to accomplish some of the established goals, school - wide enrichment projects (e.g., in the area of mathematics: Math Mad Minute every Friday via the public address system, M & M math, geometry and measurement activities) are developed appropriate for each grade level. The school's professional development plan is determined by the need for school improvement. A five-year Curriculum Cycle allows for the review and adoption of new texts and supplementary resources by those teachers directly involved in the teaching of the specific subject area always keeping the students in mind. Getting parents involved in the process is another key factor. Keeping parents abreast of changes in the curriculum and the curriculum goals for the year, along with suggesting home resources for reviewing content and skills are shared through the school's monthly newsletter. In a recent St. Damian survey of teachers, the majority of teachers use test results to individualize instruction and to improve and strengthen their teaching strategies along with addressing student weaknesses.

## PART IV - COMMUNICATING STUDENT PERFORMANCE #3

Grading criteria guidelines are communicated between school administration and teaching staff. Parents are notified of grading policies at the start of each school year. Quarterly report cards are issued in Grades 1-8; semester reports in Kindergarten. In the primary grades, daily classroom work and tests are sent home to parents periodically for review and/or signature and returned to school. Kindergarten teachers send work home weekly. Academic progress reports are issued mid-quarter. Parents are contacted by teachers when necessary. A formal parent-teacher-student conference is held in November, but parents are encouraged to meet with teachers whenever needed. Each teacher completes a parent contact form when any communication with a parent takes place. These forms are reviewed by the principal and filed for future reference. Some grade levels utilize "Plan of Action" forms after conferencing with parents and students in order to highlight important points and summarize the conference. These forms indicate what the student, the parent, and the teacher will do to solve the problem at hand. Alternative assessments are encouraged at St. Damian School. Writing portfolios, the use of rubrics in establishing grading criteria for student evaluation, student demonstrations, take-home tests, graphs, models, group projects, etc. are utilized by many of the school's faculty to assess the depth of understanding and degree of effort exhibited by the students. When the TerraNova Multiple Assessment reports arrive in late April/early May, individual student test results are sent home to the parents of each student tested. A letter summarizing the results of the entire testing program accompanies the data with explanatory notes for test interpretation. In addition, individual profiles are sent home describing achievement in terms of performance on objectives. For the parents of the non-tested grades, a summary chart of the assessment data is "Best practices" and monthly parent newsletter, The Familygram and also in the parish bulletin, which serves 4000 families.



#### PART IV - SHARING SUCCESSES #4

St. Damian School maintains an excellent reputation in the Archdiocese of Chicago and with our surrounding public school districts. Because of the instructional accomplishments and innovations of our faculty, teachers and principals from other schools in the Archdiocese often visit our campus and observe classes. Of special interest are the reading centers, the library/computer media center and the junior high science lab. Considered an innovative school, St. Damian has served as a host school for many students completing observation hours from several colleges and universities. Recently, seven students from St. Xavier University in Chicago completed their pre-student teaching observations during a two-week period. Oak Forest High School annually sends members of their aspiring Teacher Corps Program to St. Damian. These students spend a few hours each week for one semester in a designated classroom providing instructional assistance, and culminating with a formal lesson presentation. Communication between the teacher and Corps supervisor is ongoing.

The Catholic Principals' Council V-10-B comprised of seventeen schools annually organizes an inservice day for all teachers in the Council's schools. In addition to keynoters and publishing consultants, outstanding teachers from within serve as presenters. Twelve teachers from St. Damian School have presented innovative instructional programs and "best practices". 350-400 teachers attended the sessions. Utilizing distance learning via satellite, St. Damian School was invited to participate in a MASS project grant (Math and Science Solutions) with Western Illinois University in Macomb, Illinois for three years. St. Damian was part of a consortium of twelve public and private schools across Illinois. Four of our 6-8th grade math and science teachers collaborated via the Internet and at summer workshops with other members of the consortium in designing math and science projects using the principles of engaged learning. Students and teachers were interviewed and class activities and outcome projects were filmed for use in Teacher Education classes. The principal and several teachers of St. Damian have been invited to serve on a number of Office of Catholic Education curriculum and technology committees.

## PART V - CURRICULUM AND INSTRUCTION #1

The primary goal of the Religion curriculum at St. Damian School is to develop in students a sound foundation in the Catholic faith and to develop personal strategies to live and practice that faith. Students are challenged to work to the best of their ability, to examine their personal role in the call for peace and justice, and to demonstrate concern for family, local community, and global society. Religion is at the heart of St. Damian School and the values and beliefs of the Catholic tradition are incorporated throughout the curriculum.

The Language Arts program integrates Spelling, Reading, English, Phonics and Creative Writing. Goals of the Language Arts program include student ability: to comprehend grade appropriate text; to write well-organized, grammatically correct text for a variety of purposes; to listen critically and speak effectively in formal and informal situations; to appreciate a variety of literary genres, representative of different cultures and eras; to understand the importance and evolution of standard English.

Following the guidelines set forth by NCTM and the Illinois Learning Standards, the Mathematics Curriculum enables students at all levels to value and apply mathematics. The program emphasizes basic math operations, problem solving, spatial awareness and the application of these skills to real life situations. Skills are introduced and reinforced through the use of textbooks, manipulatives and technology supported materials. Students with varying levels of ability and learning styles are challenged to verify and interpret results, to work cooperatively to generalize solutions for new problem situations, to recognize and apply deductive and inductive reasoning and to validate their own thinking.

The goal of the St. Damian School Science program is to foster students' ability to apply scientific principles to their real world experiences and to understand the consequences of human action on nature and the global community. Earth, life, physical and environmental sciences are offered to students in grades K-6; life and physical sciences in 7-8. Higher level thinking skills are developed at all levels as students pursue hands-on and inquiry type activities to gather information and solve problems. A junior high science lab facilitates demonstrations and hands-on student activities. Classroom computers allow for database and spreadsheet activities and graphical presentations.

Through the St. Damian School Social Studies program, students learn: to understand the structure of communities from families to nations, to demonstrate knowledge of United States and World History, to compare the democratic system with other forms of government, to identify and compare geographical regions, to understand how the social sciences (e.g., sociology, anthropology) interpret human behavior. Among the many resources available to supplement instruction are videos, CD-ROMs, maps and globes, audiotapes, as well as an extensive library collection of biography, historical fiction, and other social studies-related materials.

The purpose of Fine Arts education is to nurture in each student the ability to express ideas through the arts and to bring creativity to all forms of learning. A variety of media are introduced throughout the Art program. Student artwork enhances the building walls and the local public library. The Music program teaches music theory, develops gross and fine motor skills and hand/eye coordination, stimulates creativity and broadens the imagination. Instruction is activity/movement based. Students learn to play recorders and xylophones, practice drumming techniques, and compose chants, rhymes and songs. Grade level choral concerts are performed annually. Three different school bands also perform.

At the junior high-level Spanish is taught to all students. By following a competency based instruction sequence: Setting the Stage-anticipating and critical thinking; Comprehensible input - listening to authentic language and early speech production; Guide Practice - speech production and developing accuracy; Application and Extension - creating with language; Evaluation - measuring competency.

## PART V - READING CURRICULUM #2a

After consultation with all teachers of reading, the Language Arts Committee selected Scott Foresman Reading, 2000 as St. Damian's basic reading program. A comprehensive program with its scope and sequence of skills guarantees that reading instruction is fully aligned with state and national standards and assessment. Target skills and strategies are taught in each lesson for mastery. The reading curriculum includes an "Ongoing Assessment" component, which aids teachers in making decisions about the needs of each student using guidelines to diagnose student progress and to respond accordingly. Flexible grouping opportunities address the needs of all students. Leveled readers in grades 1-6 follow the theme of the whole class reading instruction. Each leveled reader component focuses on the same target skill, vocabulary, and theme in each unit and is geared to the above average, average, and struggling reader. Students move along the path of proficiency at their own pace. An Intensive Phonics Program is taught in grades 1 and 2; and is reviewed and reinforced in grade 3. First grade teachers conduct a workshop for parents which bridges the home and school connection as parents learn the markings and philosophy of the program.

St. Damian School implements an integrated language arts curriculum which includes reading, creative writing, grammar skills, and related hands-on projects following a "learning center" approach in the classroom. With the assistance of teacher aides and parent volunteers, students rotate among different centers for individual and group instruction. Varied learning styles are addressed through this format consistent with our adherence to the Multiple Intelligence Theory, which is reflected throughout our curriculum. At the Jr. High level, an integrated instructional program consisting of Daily Oral Language, quality literature and novel selections, vocabulary development, grammar skills, and creative writing are taught in a holistic format following a central theme. Writing portfolios featuring selections from many genres develop skills and confidence in writing. The school's library program also supports the reading curriculum. Reading for enjoyment is provided during the school day. TerraNova test data in both reading and language arts annually exceeds the national norm.

## PART V - FOREIGN LANGUAGE CURRICULUM #3

St. Damian School believes that students who study a foreign language will learn about other cultures and have a better understanding of the world that he/she lives in today. Spanish was introduced into grades 7 and 8 in 1990 for all students and is taught for 42 minutes a day, five days a week. Students are presented with many activities that emphasize different skills, (listening, speaking, reading, writing), which allow them to practice their newly learned language. Adhering to the Multiple Intelligence Theory, flexibility has been the basic characteristic of the Spanish curriculum. A cassette program introduces the students to spoken Spanish through the voices of several Spanish speakers recorded at natural conversational speed to foster authentic listening comprehension. Role playing, answering questions, dialogue, skits, illustrations, games, engaged learning groups, overhead transparencies, poems and songs, Internet searches, are all used as springboards to enhance the students' own individual creativity. The grammatical focus is on the Present Tense and the basic elements of the simple sentence. Students are introduced to Mexico, Spain and other Hispanic countries via video and Internet activities. In 2002 an Introduction to Elementary Spanish enrichment program was introduced to all students in Grades 1 and 2. Teachers learn along with the students. In Grade 3 the program continues with Beginning Elementary Spanish. These programs consist of pre-taped 25-minute video lessons. Students participate in classes once each week and students develop very basic communication skills and learn vocabulary through music, games and a variety of activities. Different characters and puppets allow the students to acquire the language in a fun, yet structured way. Students enjoy learning Spanish! Parents are thrilled and learning along with the students! Plans to expand the program to the middle grades are in the works. In time, Jr. High students will be able to move forward with a curriculum requiring higher cognitive skills and register for advanced classes in high school.

#### PART V - INSTRUCTIONAL METHODS #4

St. Damian School's Mission Statement states that the school strives to provide the best possible education for its students. To that end, the school strives to meet the needs of all students by incorporating varied teaching strategies and instructional methodologies. Following the principles of Howard Gardner's Multiple Intelligence Theory, teachers implement a menu of options and projects for student learning and assessment. Differentiated instruction challenges teachers to provide a rich variety of resources: technology, media, library and other printed materials. Student projects may include creating posters, dioramas, oral presentations, group presentations, use of multimedia technologies, and creative hands-on demonstrations across the curriculum. All grade levels consistently utilize technology in the learning process. Available Internet access, scanners, digital cameras, LCD projectors and wireless laptops, allows for classroom teachers to serve as facilitators in student learning. The Library/Computer Media Center teachers collaborate with classroom teachers to plan and coordinate engaged learning projects. Integrated instruction allows students to establish and understand links in learning and real world applications. The use of advance organizers and study guides assist students in organizing learning and focusing on the main concepts. Continued research and application in the methods of differentiated instruction in order to motivate and challenge students is ongoing. Reading centers surrounding one specific theme may include, but not limited to, using headphones for listening to a story, group discussion, arts and crafts activities, science activities (e.g. planting seeds), music activities, and creative writing. Small groups rotate among the centers so that every student has an opportunity to experience each activity. Rubrics are often used in grades K-8 learning and serve to help students understand the results of their learning outcomes at a deeper level than use of a single letter grade. Teachers often use peer evaluation and self-evaluation for assessment purposes. By encouraging students to be pro-active in their education and by trying to meet the needs of all learners, St. Damian School is making excellent progress in daily motivating and challenging students for success.

#### PART V - PROFESSIONAL DEVELOPMENT #5

Professional development activities are reflective of school improvement needs and are designed to focus on achieving the annual school goals. Every faculty member serves on two Curriculum Committees, which meets monthly. Curriculum mapping and grade level articulation are the focus of these groups. Before school begins in midsummer, teachers participate in a variety of workshops/seminars. During the summer months, many teachers attend pursue advanced degrees and participate in content/skill workshops. St. Damian avails itself of Title II Eisenhower Grant funds available through the local school district. On-line Internet opportunities are utilized, e.g. Star-On-Line - offering individual modules for individualized technology instruction or the USDLC Distance Learning satellite offering programs in staff development. Teachers have been engaged in designing web pages on the school's web site: [www.stdamianschool.org](http://www.stdamianschool.org) and post daily homework assignments, other newsworthy items and instructional links. St. Damian School has been the fortunate recipient of a number of grants in technology over the past several years partnering with our local school districts. Many opportunities for professional growth, especially in the area of engaged learning, supported our growth in technology. New software applications, digital cameras, scanners, grade reporting and record keeping have been the recent focus. Informal professional development occurs during monthly faculty meetings through discussion of research articles and "best practices." Teachers attend national conferences, e.g., National Catholic Education Association, National Science Teachers Association, National Council Teachers of English, National Council for Teachers of Mathematics and the American Library Association. All faculty members benefit from the knowledge gained by conference attendees. State and local conferences are also attended. Teachers' contracts include \$1,100 for professional growth. Faculty discussions, modeling, action research, and the implementation of "best practices" challenge all faculty/staff to offer the best education possible to St. Damian School's students.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

1. Private school association(s): National Catholic Educational Association  
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No \_\_\_\_\_

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$ 2445</u> K	<u>\$ 2445</u> 1 <sup>st</sup>	<u>\$ 2445</u> 2 <sup>nd</sup>	<u>\$ 2445</u> 3 <sup>rd</sup>	<u>\$ 2445</u> 4 <sup>th</sup>	<u>\$ 2445</u> 5 <sup>th</sup>
<u>\$ 2445</u> 6 <sup>th</sup>	<u>\$ 2445</u> 7 <sup>th</sup>	<u>\$ 2445</u> 8 <sup>th</sup>	<u>\$</u> 9 <sup>th</sup>	<u>\$</u> 10 <sup>th</sup>	<u>\$</u> 11 <sup>th</sup>
<u>\$</u> 12 <sup>th</sup>	<u>\$</u> Other				

4. What is the educational cost per student? \$ 2750  
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 305

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 20 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100 %

**ST. DAMIAN CATHOLIC SCHOOL**  
**Oak Forest, Illinois**

TerraNova Multiple Assessment  
The Second Edition, 2001  
CTB/McGraw Hill

Scores are reported here as national percentiles of the mean NCE.  
No students are excluded from the test.

	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
Month tested	<b>March</b>	<b>March</b>	<b>March</b>
<b>Grade 7</b>			
Reading	80	75	77
Mathematics	83	81	79
Number of students tested	88	81	93
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 5</b>			
Reading	79	78	86
Mathematics	67	71	76
Number of students tested	87	85	96
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 3</b>			
Reading	78	76	75
Mathematics	72	76	76
Number of students tested	84	92	91
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0