U.S. Department of Education **September 2003**

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

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

Official School Name Infant Jesus of Prague School
(As it should appear in the official records)

School Mailing Address 1101 Douglas Avenue
(If address is P.O. Box, also include street address)

Flossmoor	Illinois	60422-1499
City	State	Zip Code+4 (9 digits total)

Tel. (708) 799-5200 Fax (708) 799-5293

Website/URL www.ijpparish.org E-mail tsedor@ijpparish.org

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.

_____ Date 1/28/04
(Principal's Signature)

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

District Name Archdiocese of Chicago Tel. (312) 751-5210

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.

_____ Date 1/28/04
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Terri von Schaumburg
(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.

_____ Date 1/28/04
(School Board President's/Chairperson's Signature)

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 2003-2004 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 1998.

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

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 (Briefly explain)

_____ 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
[X] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. __22____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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	26	19	45		**7**	30	41	71
1	25	37	62		**8**	34	33	67
2	35	32	67		**9**	NA	NA	NA
3	33	37	70		**10**	NA	NA	NA
4	29	41	70		**11**	NA	NA	NA
5	25	33	58		**12**	NA	NA	NA
6	32	35	67		Other	NA	NA	NA
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					577

6. Racial/ethnic composition of the students in the school:

62 % White
27 % Black or African American
4 % Hispanic or Latino
1 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
6 % Bi-Racial
100% Total

7. Student turnover, or mobility rate, during the past year: 10 %
(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	6
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	52
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	58
(4)	Total number of students in the school as of October 1	576
(5)	Subtotal in row (3) divided by total in row (4)	.10
(6)	Amount in row (5) multiplied by 100	10%

8. Limited English Proficient students in the school: 1 %
8 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Spanish, Polish, Filipino

9. Students eligible for free/reduced-priced meals: 0 %

1 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 1 %
10 Total Number of Students Served

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

0	Autism	0	Orthopedic Impairment
0	Deafness	77	Other Health Impaired* (asthma, diabetes, etc.)
0	Deaf-Blindness	3	Specific Learning Disability
0	Hearing Impairment	7	Speech or Language Impairment
0	Mental Retardation	0	Traumatic Brain Injury
0	Multiple Disabilities	0	Visual Impairment Including Blindness

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	31	3
Special resource teachers/specialists	2	0
Paraprofessionals	4	0
Support staff	6	1
Total number	45	4

12. Average school student-"classroom teacher" ratio: 18:1

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96%	95%	95%	95%	95%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	9%	12%	6%	3%	6%
Student dropout rate					
Student drop-off rate					

PART III – SUMMARY

A vision without a task is a dream; a task without a vision is drudgery,
but a task with a vision can change the world. -- Black Elk

At Infant Jesus of Prague Elementary School, a 1999 Blue Ribbon winner, everyday tasks are inspired by visions of all shapes and sizes. A first grader struggles with her phonics because she pictures herself doing a reading at the next primary mass. A seventh grader spends hours researching and testing a hypothesis because he sees himself competing at the state science fair. An eighth grader researches, writes, and orally presents a biography of a saint as he sees himself receiving the sacrament of Confirmation. A teacher labors over lesson plans for a new math program because she imagines her students excited about the perimeter of polygons. The principal crunches numbers a thousand different ways because he envisions programs that will reach all learners. Different as these visions appear, they are facets of a mission that embraces individual goals even as it defines objectives for the entire school community.

The school community at IJP is as diverse as the visions each student embraces. Yet as the disparity of individual dreams merge into the unified vision of the school mission, so too do IJP's various racial and economic components unite into single student body. We are all Kingsmen – Kingsmen who anticipate the "Nacho Supreme" hot lunch, who contribute generously to the St. Agatha Christmas collection, who play side-by-side on the football field or basketball court. The 602 students who represent 23 communities on Chicago's south side share values, goals, work ethics, and traditions that transcend individual differences.

Members of the IJP community are bound by the high standards of a mission that demand the spiritual formation of a Christian who is well-versed in the doctrines and morality of the Roman Catholic Church, who possesses a positive self-image, who is respectful of others. Our Christian values are interwoven in the teaching of academic, social, and technological skills needed for active participation in society with a dedication to peace and justice. As Theodore Roosevelt said, "To educate a man in mind and not in morals is to educate a menace to society." The mission emphasizes the intellectual, physical, and artistic growth of the student body at large while simultaneously recognizing and accommodating the individual student's intellectual, emotional, and developmental limitations.

Academically, IJP is built around divisions: pre-school and kindergarten form the early childhood division; 1st through 3rd grades make up the primary division; 4th and 5th grades constitute the intermediate division; and 6th, 7th, and 8th grades comprise the junior high. Pre-school is offered in two and three half day schedules. Kindergarten classes are offered in two formats – all day and half day, both of which are self-contained except for physical education and music. Primary grades are broken into small groups based on ability for math, reading, and language arts, while the rest of curriculum is covered in heterogeneous homeroom groupings. Fourth and 5th grade students have some heterogeneous departmentalized classes, as well as small ability based reading groups. Finally, the junior high division is fully departmentalized with students moving between classes. All students from kindergarten through 8th grade have regularly scheduled music, art, computer, and physical education classes taught by teachers certified in their areas of specialization.

Our administration consists of the principal and an assistant principal. In addition to a highly trained teaching staff, we also have the services of a full-time librarian, counselor, special services coordinator, and technology coordinator as well as a part-time new teacher mentor. A registrar, five teacher aides, office staff, a registered nurse, two cafeteria workers, and a maintenance crew round out the IJP staff. In addition, the services of a learning disabilities teacher and a speech pathologist may be contracted during school hours.

Diversity reigns at IJP. From the widespread ages of our students, to the racial and economic backgrounds of their families, to the abilities and goals of each child, clearly there are many differences in our school. When taken together, however, they create a rich tapestry woven together by a mission that respects these differences even as it enables us to find a common, Christian vision -- a vision that gives purpose to the everyday tasks through which we are trying to change the world, one child at a time.

PART IV -- INDICATORS OF ACADEMIC SUCCESS - 1

Accountability is absolutely fundamental to making sure schools are doing well.
--Laura Bush

IJP takes pride in the performance of its students on the yearly Terra Nova assessment and is happy to make the results public. We understand that we are accountable, and we look forward to the opportunity to showcase our students' success. In fact, we voluntarily go beyond the mandated testing of grades 3, 5, and 7 and include grades 1, 2, 4, and 6 in order to ascertain information and data that will help us plot student progress and adjust curriculum in the future.

A closer look at the Terra Nova results for 3rd graders in 2003 shows a very strong performance in reading, language, and math. In reading, for example, our Median National Percentage (MDNP) was 71 %. This tells us that half of our students scored above 71% on the reading component of the Terra Nova test, and half scored below 71%. When you compare this data to the MDNP for the entire United States, which is 50% (meaning that 50% of 3rd graders scored above 50% and 50 % scored below), it is clear that IJP outscored their peers. In fact, our 3rd graders outscored their national counterparts in every reading objective, including Basic Understanding, Analyze Text, Evaluate/Extend Meaning, and Identify Reading Strategies. In every objective, IJP students earned either a High or Moderate Mastery; not a single student placed in the Low Mastery category.

The same conclusions can be drawn about their performance in Language. The MDNP for IJP 3rd graders was 79%, again significantly higher than the national average of 50%. Individual learning objectives including Sentence Structure, Writing Strategies, and Editing Skills also saw far better than average scores, with the vast majority earning High or Moderate Mastery. (Two percent of students fell into the Low Mastery in Writing Strategies.)

Math scores bear out the conclusion that IJP 3rd graders are capable test takers. Seventy-nine percent was once again the MDNP in math, with Moderate to High Mastery achieved in every objective including Number & Number Relations, Measurement, Geometry & Spatial Sense, Data, Statistics, and Probability, Patterns, Functions, Algebra, Problem Solving & Reasoning, and Communication. In Computation & Estimation, 98% of 3rd graders earned Moderate to High Mastery, while 2% earned Low Mastery.

Fifth grade scores from 2003 tell an even better story. The MDNP for Reading was 79% with 100% of students achieving High or Moderate Mastery in every objective (see above for lists of objectives). The Language MDNP jumped to 84% with 100% Moderate to High Mastery in all objectives (except for 2% Low Mastery in Writing Strategies). The MDNP for Math was 83%. Again, almost all objectives were moderately to highly mastered with the exception of 2% Low Mastery in Computation & Estimation and 3% Low Mastery in Measurement.

Seventh grade scores continue the trend. The MDNP for 7th grade Reading falls in the 77% range with 100% of all students earning Moderate to High Mastery in all reading objectives. The MDNP for Language was 79% with 97% or more of our students achieving Moderate to High Mastery in all language objectives. Math scores were also high with an MDNP of 77%, and again, the vast majority of students achieved Moderate to High Mastery in all mathematics objectives. There was, however, a small minority of 7th grade students in each objective who placed in the Low Mastery. This result has prompted the junior high math teachers to adjust their curriculum to address these issues. For example, many of the warm-up activities that take place at the beginning of class revolve around numbers and number relations, computation, and estimation, skills that received the lowest levels of Moderate to High Mastery.

Objective data such as those provided by the Terra Nova test confirms what we at IJP have known all along – our students regularly meet high standards across the curriculum.

PART IV -- INDICATORS OF ACADEMIC SUCCESS - 2

Prediction is difficult – particularly when it involves the future.
--Mark Twain

Assessment data, a rich resource at IJP, assists us in making predictions about our students' futures.

Kindergartners are assessed three times during the school year to determine how they compare to benchmarks established by the Dynamic Indicators of Basic Early Literacy Skills test (DIBELS). If they are not meeting those benchmarks, they are placed in small groups to work on specific skills such as letter naming fluency and initial sound fluency. This program, which stresses our goal of early identification, will continue to assess children through the fifth grade, allowing for remediation as needed.

Another source of objective data is the Gates–McGinitie Reading Test which covers both vocabulary and reading comprehension. This test is administered twice a year to all students from grades 1 through 6. Information garnered from this test, along with teacher input and Terra Nova results, determines reading group placement or movement. For the few primary students who score below average on the Gates test, there are small remediation groups staffed by our special services coordinator and teachers aides. In addition, low scores are passed on to the Teacher Assistance Team which analyzes test scores and teacher reports. Exemplary performance on the Gates test, in addition to teacher recommendation, is a consideration in placing primary students in a weekly enrichment program.

One of our reading specialists administers the Woodcock Reading Mastery Test to children who are at risk. She uses that data to diagnose problems and design an individual plan based on the Wilson Reading Program which she is certified to teach.

Terra Nova results are also instrumental in tracking student progress in grades 1 through 7. These standardized test results are used in conjunction with the above mentioned tests when analyzing student achievement. In addition, they help faculty in making curriculum decisions. For example, Terra Nova scores showed that in the primary grades certain math objectives earned comparatively low levels of high mastery. That information helped us choose the Everyday Math Program from SRA as our new primary math program. Terra Nova results are also used to help target high achievers for an accelerated 7th grade math program. Test scores and teacher recommendation determine which children take a fast-track algebra tutorial. Successful completion of that allows these 8th graders to enroll in an Honors Geometry class at Marian High School.

PART IV -- INDICATORS OF ACADEMIC SUCCESS - 3

In the last analysis, what we ARE communicates far more eloquently than anything we SAY.
--Source Unknown

The most meaningful communication at IJP occurs daily and takes the forms of encouraging smiles, words like "AWESOME!" written across the top of a test, or a concerned phone call home. In addition, there are other, more formal, means of communication.

Three times during the school year parents are formally invited to visit the school and meet the teachers: Back to School Night in September, Parent-Teacher Conferences in November, and the annual Open House in January. Additional conferences can be scheduled any time at the request of either a parent or a teacher.

Communication occurs between individual teachers and parents regularly. Signatures on graded tests confirm that parents are aware of students' grades. Newsletters are published by individual teachers as well as by the school. Many teachers also post important classroom news on the school's web page, which can be accessed through a link on the parish web site (ijpparish.org), and all teachers are available through both voice mail and email. The school's newsletter, *Infant Info,* comes out quarterly. Progress reports are sent home at the mid-term of each quarter and additionally as necessary. Report cards, with comments, are sent home at the end of each quarter.

A wider audience can be reached in a variety of ways. First, information about the school, such as the junior high honor roll, appears in the IJP Parish bulletin, *The Campanile.* Local newspapers including *The Star* and *The Daily SouthTown* also print the honor roll as well as other newsworthy activities.

Individual Terra Nova results are mailed home to parents during the fourth quarter. Parents receive their child's scores, an analysis and explanation of those scores, and an overview of the scores for their child's grade. Finally, summaries and highlights of IJP's most current Terra Nova results for grades 3, 5, and 7 are made available to both current and prospective families at the January Open House.

PART IV -- INDICATORS OF ACADEMIC SUCCESS – 4

Success is a journey, not a destination.
--Ben Sweetland

The successes we enjoy at IJP are celebrated at home and shared abroad. Sharing occurs in both informal and formal ways. Informally, teachers belong to a wide variety of professional organizations such as the Illinois Reading Council, the National Council of Teachers of Math, the National Science Teachers Association, and the Illinois Computing Educators, among others. When they attend meetings and conferences, ideas are shared. In addition, teachers often attend continuing education workshops where roundtable discussions often result in the sharing of ideas and success stories.

IJP's reputation for success is also bolstered by student dominance in academic competitions. IJP competes regularly in local, regional, and state science and math contests, regularly earning trophies and awards for both individual and team accomplishments.

More formal methods of sharing take place when our faculty or administration presents workshops. In 1995, our principal, assistant principal and counselor, along with a licensed counselor, oversaw the creation of a new program at IJP. Called "Safe Schools, Healthy Child," it was designed to provide a plan should a catastrophic event occur at school or involve school children. With the political climate as unstable as it has been since 9/11, SSHC has provided IJP with a viable disaster plan that has the approval of our local police department. Recognized by many as a model of strategic planning, SSHC has been adopted by numerous schools. In fact, IJP staff members have shared the concept of SSHC at in-services and workshops at over 35 schools in the Archdiocese of Chicago since June of 2001. SSHC is also gaining national recognition. Our principal, assistant principal, and the counselor affiliated with SSHC presented it at the 2003 National Catholic School Convention in St. Louis, Missouri. In this way, our staff members have assisted many other faculties and administrations in creating their own emergency plans.

IJP has also been called on to share its successes in the area of special services. Our school is recognized by many as a forerunner in the field of identifying and accommodating special needs students. As a result, the new Director of Special Education for the Archdiocese of Chicago requested to meet with our principal and our Special Services coordinator to discuss programs and services we offer. In addition, we have in-serviced several schools on the formation of a Teacher Assistance Team (TAT). Many of those schools have come and observed our TAT team in action.

PART V – CURRICULUM AND INSTRUCTION - 1

Education is not the filling of a pail, but the lighting of a fire.
--William Butler Yeats

If our curriculum is interesting and engaging, then we are igniting future passions.

We consider reading the most important academic skill a student can acquire. Students learn a variety of techniques to meet individual needs. Our responsibilities begin with relating story telling to the written word and developing reading readiness through whole language activities. Later, comprehension is stressed and reading strategies are introduced as we guide students toward independent reading. We then integrate reading skills into the content areas and practice higher level reading strategies. Our oldest students then analyze, evaluate, and appreciate various types of writing.

Mathematics, in the words of Galileo, "is the pen with which God has written the universe," and at IJP we help students decipher God's writing. Our goal is to develop effective problem solvers who are confident in their abilities to reason, able to justify their answers, and communicate math effectively. Thus, today's students learn to meet tomorrow's challenges.

Science is an investigative and creative process. Our science curriculum includes all levels of thinking: knowledge, comprehension, application, analysis, evaluation, and synthesis. Young students begin to use science skills to find answers to questions, learn new concepts, and solve problems. Gradually children learn basic lab procedures. Older students gain a working knowledge of scientific experimentation and perform simple research projects.

The English curriculum at IJP mandates students be taught to communicate ideas in both written and oral language, recognize the various purposes that inspire communication, and take advantage of technology in the pursuit and synthesis of information. Written language is introduced early with the goal being coherent paragraphs and essays that reflect the conventions of the English language and the personality of the writer. Oral communication is acquired as students make presentations and speeches, share original pieces of writing, and participate in class discussions.

The purpose of social studies in the Catholic school is to develop individuals who can be socially, politically, and morally competent. Human dignity, diverse cultural heritages, and skills necessary for participation in society are introduced early. Later, students learn the Five Themes of Geography, understand the earth's physical features, and focus on the history and geography of North America. Older students study relationships between different cultures and current events. Eighth graders study U.S. history, pass U.S. and Illinois Constitution and Flag Code tests, and study economics.

Technology is a necessary tool. Students must become skilled navigators, critical thinkers, and both gatherers and users of information. From desktop publishing to database accessing and spreadsheet calculations, computer applications run across the curriculum. School wide goals in technology include accessing information and applying ethical behavior to the uses of technology.

The goal of the religion curriculum at IJP is to pass on the rich traditions and history of our faith. Personal expression of faith is encouraged through music, drama, dance, as well as the written word.

Both introductory Spanish and French are available to IJP students. The goals of the foreign language department include exposing students to the languages, cultures, histories, and civilizations of French and Spanish speaking countries.

The "specials," as we refer to art, music, physical education, and library classes, also have well-defined goals. At IJP, art is more than a "treat." Art education provides an opportunity to involve both left brain and right brain activities, to merge the verbal, logical, sequential, analytical powers of the right brain with the imaginative, intuitive, sensual powers of the left brain. The study of music helps build culturally literate individuals. Students appreciate and understand music through instrumental and vocal performances. They also study music history. The aim of the P.E. Department at IJP is three-fold: to enhance the physical, neuromuscular, and affective development of each child. The media center is an interactive place where students learn how to access information and are encouraged to develop attitudes that promote a lifelong appreciation of literature.

PART V – CURRICULUM AND INSTRUCTION – 2

Read in order to live.
--Gustave Flaubert

Recognizing the fundamental role reading plays in every student's success, IJP makes reading a high priority. Because our larger than average homeroom size does not allow for the kind of individual attention we know is critical in reading instruction, we hire additional reading specialists to the staff. Instruction occurs in small, flexible groups. These groups allow for early intervention or challenging enrichment depending on the children's needs.

Our reading series choices reflect the different needs and abilities of the children in various grades. Because we are curriculum driven rather than textbook driven, the reading committee is free to select a variety of texts. Kindergarten through 2nd grade use the Harcourt series entitled *Trophies.* Superb, high-interest thematic based literature becomes a vehicle to teach the five basic components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. As a fully integrated language arts program, the series also provides students with instruction in spelling, grammar, and writing skills. The user-friendliness of the teachers' manuals, the way vocabulary and sight words are introduced and highlighted for easy reference, and the quality of questions following each selection are a few of the highlights of this program.

The five essential components of reading instruction are also key to the Scott-Foresman *Reading* series used in grades 3 through 6. This series focuses on a specific reading skill in each selection. Also, interesting and relevant cross-curriculum connections are built into each story. In addition, this program offers leveled resources for every reader. These resources present the same concepts in either a simplified or more challenging format, allowing for individual differences, which is one of our principle school goals as stated in our mission.

The 7th and 8th grade reading curriculum seeks to advance the study of vocabulary, both independent of and related to literature. It also exposes students to different genres of literature, sharpens critical thinking skills, and reinforces the study of language and rhetoric. Reading skills such as recognizing foreshadowing, drawing conclusions, and making inferences are stressed. Poetry is read, analyzed and written. Three to four novels per year are studied at each grade level. The junior high textbooks, published by Holt, Rhinehart, and Winston, provide the basis for most of these activities through multi-cultural reading selections that prompt spirited questions, comments, and discussions.

PART V - CURRICULUM AND INSTRUCTION - 3

It is by logic that we prove and by intuition that we discover.
--Henri Poincare

IJP selected a math program developed at the University of Chicago for all students in grades kindergarten through 8. The program, which includes *Everyday Math* for K through 6th grade, *Transitions Math* for 7th grade, and *Algebra I* for 8th grade, encourages both logical and intuitive thinking on all grade levels. An ambitious math curriculum designed to bring the real world into the classroom, it is aligned with the Content Standards and the Process Standards recommended by the National Council of Teachers of Mathematics. Research suggests that the lion's share of instructional time in math has historically focused on basic computation, a necessary but not exclusive facet in the mathematics curriculum. Receiving comparatively scant attention were other mathematical topics such as algebra, measurement, geometry, data analysis, and probability, concepts that not only lend themselves to higher-order and critical-thinking skills, but are also necessary to survive in real life. All of these content domains are introduced as early as kindergarten and then developed more fully in subsequent years.

One key part of the UCSMP philosophy is that children differ developmentally in both when and how they acquire information. Recognizing this fundamental difference, the authors of the program present information in a spiral, revisiting critical concepts repeatedly. This spiral functions not only through the course of a single academic year, but rather throughout the nine years of the program, with ideas overlapping from year to year as more and more students achieve full mastery of learning goals. Equally significant is the "5 exposure rule" which insists that concepts once introduced be revisited at least five different ways to insure that all learning styles are taught. Both the spiraling curriculum and the "5 exposure rule" help us fulfill our school mission of reaching and teaching all students.

The IJP faculty has fully committed itself to the rigors of this program. From funding the purchases of classroom toolkits and manipulatives, to in-servicing teachers new to the program, to extending the length of the math class in the primary and intermediate divisions, the teachers have embraced the goal of producing students who are literate and competent in the math skills they will need to succeed in the 21st century.

PART V – CURRICULUM AND INSTRUCTION - 4

I hear, and I forget/I see, and I remember/I do, and I understand.
--Chinese Proverb

Teachers at IJP understand the wisdom of this ancient proverb. They recognize various learning styles and design lesson plans that take into account the eight types of intelligence. To that end, they employ many diverse instructional methods including cooperative learning, games, tutorials, multi-disciplinary projects, role-playing, field trips, and modeling, among others. For example, the junior high math, art, and religion departments collaborate on a cross-curricular project they call a "Walk with God." Seventh grade students design and create a labyrinth in the school courtyard and then invite members of the parish to stroll through it after Mass. Other innovative projects include the Living Stations of the Cross presented to the entire school community during Lent, the Stock Market Game in which cooperative learning groups research investment opportunities and then "invest" in stocks of their choice. Over time, they follow and analyze their investments. The most profitable portfolios are publicly recognized at the end of the year. Second graders immerse themselves in the Native American culture every fall, studying their history, culture, and literature, eventually building a life-size teepee and receiving a Native American as a guest. The entire school attends assemblies with published authors sponsored by our PTO. Then they write, illustrate, and publish their own stories. Intermediate students learn problem-solving skills through multi-media activities in their library time. The culminating assignment is to write, direct, and produce a problem-solving video that is shared with primary classes.

One exciting innovation introduced in the past few years is flexible grouping in the primary grades. If a student is not at grade level in reading or math, we often utilize an intervention that can bridge the gaps until the student is developmentally ready to join his/her classmates. Since the primary division shares the same schedule of math and reading/language arts in the morning, it is possible, for example, to have a struggling 2nd grader join a 1st grade for core classes more suited to his ability. This is a win-win situation. The student leaves a frustrating situation and enters an environment where he can succeed. With the confidence of success in addition to growing maturity, most students return to grade level. Retention, with all its negative connotations, has been avoided.

A day in the life of an IJP student will find her using her head, her hands, and her heart; no wonder she goes home tired.

PART V – CURRICULUM AND INSTRUCTION - 5

Who dares to teach must never cease to learn.
--John Cotton Dana

In spite of the limited funds available in a parochial school, the IJP administration recognizes the need for professional development. Each full-time teacher is budgeted $1,100 to attend workshops and seminars. Teachers take advantage of a wide variety of opportunities, including workshops sponsored by our local council, the Archdiocese, and publishing companies, as well as colleges and universities.

One avenue of professional development that has been embraced by the entire faculty is in the area of learning differences. The desire to work effectively and compassionately with students who have special needs is one of our most passionately pursued school goals. Teachers continually seek a better understanding of the impediments many students face in school. To that end, seminars in topics such as, "The Differentiated Classroom," "Providing a Bright and Sterling Future" (International Dyslexia Association), "Success for Struggling Readers," "Tough Student Classroom Survival Conference," and "Working Successfully with Difficult Students" were popular. Also, last year a pediatrician, a speech pathologist, and a psychologist addressed our faculty on ADHD and weaknesses in speech and language processing.

Individual teachers often attend workshops that impact their specialties. Writing and reading workshops enjoyed great popularity at all levels, as did seminars on student behavior.

In addition, all math teachers have undergone training in the *Everyday Mathematics* series. Some have gone on to take advanced workshops enabling them to become mentors to the rest of the staff. The entire staff also received training in Power Writing. A one-day overview of the 4-Mat system was offered to all teachers a few years ago by its developer, Bernice McCarthy; consequently, some teachers followed it up with more extensive training. All teachers are required to show evidence of 4-Mat in their lesson plans.

Professional development in terms of advanced degrees is also encouraged. Almost one-third of our faculty have a master's degree or higher, and another third have at least 15 hours beyond their bachelor's degrees.

As a faculty, we continue to grow professionally, not merely for personal gain, but for purposes of sharing enthusiastically with our children the inspirations, insights, and techniques we acquire.

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.

Private school association(s): National Catholic Educational Association
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

$ 1,680 K	$ 2,265 1st	$ 2,265 2nd	$ 2,265 3rd	$ 2,265 4th	$ 2,265 5th
$ 2,265 6th	$ 2,265 7th	$ 2,265 8th	$ NA 9th	$ NA 10th	$ NA 11th
$ NA 12th	$ Non-Parishioner student 1-8 $3,805 Other				

2. What is the educational cost per student? $ 4,016
   (School budget divided by enrollment)

3. What is the average financial aid per student? $ 2,150

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? .56 %

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 4 %

INFANT JESUS OF PRAGUE SCHOOL

Terra Nova
Terra Nova/Terra Nova Second Edition, 2003
CTB McGraw-Hill

Scores are reported here as percentiles.
No students are excluded from the test.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
Grade 7					
Reading	77	80	82	82	79
Mathematics	77	84	78	79	77
Number of students tested	66	59	68	67	64
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 6					
Reading	75	75	82		
Mathematics	68	75	78		
Number of students tested	67	65	67		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
Grade 5					
Reading	78	84	77	81	84
Mathematics	83	70	67	70	77
Number of students tested	63	60	65	68	66
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 4					
Reading	72	77	81		
Mathematics	67	77	73		
Number of students tested	62	61	64		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

INFANT JESUS OF PRAGUE SCHOOL

Terra Nova
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CTB McGraw-Hill

Scores are reported here as percentiles.
No students are excluded from the test.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
Grade 3					
Reading	71	63	77	77	69
Mathematics	79	68	79	80	68
Number of students tested	67	61	67	65	68
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 2					
Reading	62	68	76		
Mathematics	60	60	63		
Number of students tested	71	71	68		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
Testing month	March		May		
Grade 1					
Reading	67		68		
Mathematics	67		68		
Number of students tested	64		78		
Percent of total students tested	100		100		
Number of students excluded	0		0		
Percent of students excluded	0		0		