



# PART I - ELIGIBILITY CERTIFICATION

11PV46

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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

11PV46

All data are the most recent year available.

## DISTRICT

Questions 1 and 2 are for Public Schools only.

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 6

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	11	12	23		<b>6</b>	19	15	34
<b>K</b>	13	18	31		<b>7</b>	16	25	41
<b>1</b>	22	13	35		<b>8</b>	22	27	49
<b>2</b>	28	23	51		<b>9</b>	0	0	0
<b>3</b>	11	21	32		<b>10</b>	0	0	0
<b>4</b>	22	24	46		<b>11</b>	0	0	0
<b>5</b>	25	14	39		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>381</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
2 % Black or African American  
6 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
88 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 0%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	1
(4)	Total number of students in the school as of October 1, 2009	379
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 4%  
 Total number of students who qualify: 15

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%  
 Total number of students served: 3

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>24</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	95%	96%	93%	93%	96%
Teacher turnover rate	10%	24%	4%	8%	16%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

In 2008- 2009, the 24% turnover rate in professional staff was due to a five person transition. Two of the five were retirement replacements, two replaced personnel that secured jobs in public schools and one person replaced a teacher who was terminated. In 2005-2006 the 16% turnover rate was a result of a four person transition. Three of the four left prior to arrival of this administration. It is the current administrations understanding that they left to seek employment with the public schools. The fourth individual secured a public school position in August and resigned her position. It should be noted that seeking employment in public schools is typically a decision that is economically driven.

The daily teacher attendance percentages in 2007-2008 and 2006-2007 that were below 95% were a result of the extended absence of one teacher each year. In 2007-2008 it was personal illness related. In 2006-2007 it was due to a leave of absence.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>100%</u>
<b>Total</b>	<b><u>100%</u></b>

## **PART III - SUMMARY**

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11PV46

Saint Linus is a Catholic educational community that is an important part of the Saint Linus Parish Family. The mission of Saint Linus School is to educate and inspire each child with Christ centered values through challenging education and community involvement. The Saint Linus School and the Parish Family are witness to the Catholic way of life. The students are encouraged to follow the teachings of Jesus Christ by responding to the needs of others through prayer and service. The students receive instruction in religious truth and values and work to integrate these with life and learning.

Saint Linus School strives to maintain a high quality of education by teaching the students with a developmentally appropriate and challenging curriculum. Various teaching methods are employed to meet the individual needs of each student. It is the belief of our staff that by guiding our students to grow physically, emotionally, socially, intellectually and spiritually together, we are establishing foundations which influence the ability to accept one's self, develop a sensitivity toward others and respond effectively to the environment. Our curriculum is based on the principle that the aim of education is to enable our students to develop the dispositions to be learners, instilling curiosity, initiative, independence, responsibility, creativity, a willingness to ask questions, and to persevere (Katz and Chard, 1989). We work to help our students acquire the skills and knowledge they need to be successful in language and literacy, mathematics, social studies, science, technology and the arts. They then can apply these learned skills in everyday situations.

The Saint Linus School education program aims to teach and expand the spiritual and intellectual growth of each child while maintaining a high caliber Catholic atmosphere in which respect, order and values have a high priority. Saint Linus School promotes excellence by continually evaluating individual performance and curriculum through standardized tests, portfolios and informal classroom assessment. Saint Linus students are offered scholastic challenges in the form of competitive events such as high school scholastic bowls, integrated units in the upper grades (e.g. Civil War, Ancient Greece, The 60's, etc.) Discovery classes inclusive of such topics as "Powder Puff" Mechanics, and Foreign Language. Foreign language is also offered to all K-8 students through an after school program entitled Foreign Language Learning Stars. A healthy life-style is also strongly encouraged through participation in many athletic activities including soccer, tackle football, basketball, volleyball and competitive cheerleading. Further development in the appreciation of fine arts is also offered through participation in school band, orchestra, and parish choir.

The strong Catholic identity of Saint Linus is evident in the service projects sponsored by our active National Junior Honor Society, Student Government, Student Ambassadors, and the Young Vencentians. Some of these projects include activities such as: Peer Tutoring, Parish Veteran's Assembly, food drives, interested family tours, and fund-raisers. Walking in the footsteps of Christ teaches our students to function as contributing members of the community by developing social-emotional skills such as self-control, co-operation, problem solving and shared responsibility.

The Family Teacher Connection has become a vital part of the Saint Linus School Community. The parents and teachers work together to sponsor entertaining events that involve the entire Saint Linus Parish Family. The Family Teacher Connection plans fund-raisers and activities to raise money for classroom "wish lists" and for school families in need of assistance. The Family Teacher Connection also arranges educational assemblies and enjoyable school social activities (school picnic) for the students and their families.

The Saint Linus Faculty is a dedicated staff with a strong commitment to Catholic Education. Each staff member models the values and principles Saint Linus requires of each student. An atmosphere of respect is evident in each classroom and a spirit of reverence is evidenced in the celebration of the Eucharist.

Saint Linus School is devoted to building strong minds strong bodies and strong spirits. We are the Few, the Proud, the Future.

### 1. Assessment Results:

Every year in March, all Saint Linus students in grades three, five, and seven, take the Terra Nova Multiple Assessment, Third Edition and the In View, Copyright 2009. Our eighth graders who attend public high school also take the "Explore" test at our local high school. Students who attend local Catholic high school upon leaving Saint Linus are tested in January at their particular high school of interest.

When the Terra Novas are administered, they are administered to all students in the grade level tested. Those students who have particular disabilities as defined in their Individual Education Plans are provided with the stipulated accommodations. The Terra Nova Multiple Assessment exam was selected by the Archdiocese of Chicago because it was projected to best measure the curriculum content objectives most pertinent to the curriculum objectives of the Archdiocese of Chicago and Saint Linus School.

The percentile ranks listed in our Part Seven of this application are the National Percentile (NP) scores and are represented on a scale ranging from one through ninety-nine.

As we analyze the National Percentile (NP) data collected over the past five years and look at performance trends we can see that since 2006, our third grade reading scores have remained within the seventy two to eighty percentile range. The lowest score of 72% occurred in 2009. The highest percentile score (80%) was obtained in both 2006 and 2007. In 2008 the NP was 74%, and last year's score was 79%. If we compare the Cognitive Skills Index Mean score over the course of those five years we see that in four of the five years the Mean obtained scores were above the anticipated scores. In 2009, our anticipated score (63%) was .7% points above our obtained score of 62.3%. However, that .7% is not, according to the test publishers, considered statistically significant. If we look at the longitudinal scores of the same class over the five-year period, e.g. 3rd grade 2006, 5th 2008, 7th 2010, we see that there was a four point increase in the NP from third (80%) to fifth grade (84%) and then a leveling off and maintenance of 84% in the seventh grade. In fifth grade, over the same time span, 2006-2010, the reading scores range from a high of 84% in 2008 to a low of 70% in 2009. In comparing the Cognitive Skills Index Mean, we once again find that 2009 was the only year when our Mean obtained score fell below, by three percentage points, our anticipated score. The difference, however, is within one standard deviation and consequently not statistically significant. Seventh grade reading scores over the same five year period ranged from a low of NP of 74% in 2009 to a high in 2010 of 84% and the Cognitive Skills Mean scores for seventh grade indicate that in all five years the obtained scores were higher than the anticipated scores.

In our analysis of the Saint Linus mathematics scores, we see that in third grade the NP scores ranged from a high of 80% in 2006 to a low of 73% in 2009. The 2007 and 2008 scores came in at 79%. The 2010 scores dipped to 76%. In all five years of third grade testing, the obtained scores exceeded anticipated scores. In fifth grade the NP range ran from a low of 70% in 2006 and 2009 to a high of 75% in 2008. In 2010 and again in 2007, the NP was 74%. The analysis of the Cognitive Skills based anticipated scores for fifth grade reveal that from 2006 through 2008, our obtained scores were higher than our anticipated scores. In 2010 and 2009 the obtained scores were 1.6% and 1.0% below the anticipated scores but within the expected range. Seventh grade analysis reveals that the NP scores ran from a high of 89% in 2010 to a low of 73% in 2008. That same year, 2008, our obtained score was 1.9% below the anticipated score. The remaining four years saw a positive difference in the obtained vs. anticipated scores with 2010 and 2009 showing a statistically significant positive difference between obtained and anticipated scores.

## **2. Using Assessment Results:**

At the beginning of every school year, the Saint Linus school administration reviews the Terra Nova scores with the Saint Linus School Board as well as the Saint Linus faculty and staff. After the general review, individual grade levels review data to determine how each grade tested performed not only on cumulative scores, but on grade level objectives as well. This analysis is used to determine possible changes in the scope and sequence of the curriculum to ensure that compatibility exists between what is being taught and what is being tested. In some instances changes are recommended. For example, in 2008 mathematics' data analysis resulted in a greater emphasis on geometry in grades five, six, and seven. Pursuit of this change also became one of our school improvement goals. In 2007 and again in 2010, analysis of Terra Nova data resulted in the adoption of school improvement goals related to science. Individual cognitive skills are also compared with individual obtained scores to determine whether individual students may need re-teaching and/or tutorial assistance or in some cases perhaps referral to the Saint Linus Resource teacher for basic testing. The testing results might then necessitate the development of a student accommodation plan or perhaps a referral to the local public school district for a full case study.

Data analysis is also a topic of conversation when various curriculum committees meet to select new textbooks. Time is taken to insure that the new materials are in sync with the content skills of the Terra Nova. Analysis is also discussed at the Administrative Advisory Council and Saint Linus School Board.

It should be noted that when the school administration presents Terra Nova scores to the Saint Linus School Board, the school improvement plan is also presented. If questions arise during this presentation, time is taken to address each and every question to the satisfaction of those involved.

## **3. Communicating Assessment Results:**

The school is proactive in communicating student performance and assessment data to students, parents and the community through a variety of media. The school provides contact information to all and encourages the home and community to communicate with the school.

In addition to the student's actual work being sent home, individual student performance is communicated to parents on a daily basis by the use of the online web-based program ENGRADE.COM. Quarterly report cards are issued for each student. Parent-teacher conferences are scheduled at least twice per year, and parents are strongly encouraged to request any additional conferences when necessary. Individual results of national testing data are annually sent to the parents with interpretive guidelines from the school and the school results are posted online.

Students with particular learning or motivational challenges and their parents meet with the individual teacher, the Special Services Teacher and/or the principal for counseling, assessment and if need determines, Individualized Educational Planning. Parents of students who are tutored by the Special Services Teacher also meet for an annual case review. The principal meets with all middle school students (and parents, as needed) each academic year to instruct and counsel students with regard to their ability group placing.

There are two general parent orientation meetings and two open houses; one is at the beginning of the school year to introduce parents and students to teachers and new classrooms, and the second is held during Catholic Schools Week in January, celebrating Catholic education. These, along with monthly school board meetings, Parish Council Meetings, and weekly Parish Staff meetings, provide the means for the parents and public to voice inquiries and learn about the school. At these public gatherings, the scholastic performance of the school, assessment results, and strategy planning is shared. Invitations are extended to the parents and the community to witness student performance in special educational events including school concerts, the annual Veterans' Day Ceremonies, Catholic Schools Week, the arts and historical pageants.

The school's learning activities, achievements and assessment data are regularly reported through weekly parish bulletins to 2700 households and the local newspapers. The school also mails an annual school newsletter to parish households and prospective school families, and additional newsletters are sent to thousands of alumni. School fact sheets (including school assessment percentiles) are provided to local real estate companies, village officials and the Oak Lawn Chamber of Commerce. Students and parents also present fact sheets and newsletters at the school's interactive tent at the Oak Lawn Children's Museum Fest and Village Fall Festival each year.

#### **4. Sharing Lessons Learned:**

St. Linus is active in sharing its successes with other schools and the community at large. St. Linus School is also enthusiastic about learning and exploring with other schools.

The principal regularly attends and participates in the monthly gathering of principals representing Council 10B (18 area schools) of the Archdiocese of Chicago Schools, Vicariate V. The school initiated and hosted the Council's first Primary Educators' Conference, at which faculty of area primary schools shared successful learning activities. The success of this conference resulted in more conferences being scheduled for higher grades. The principal presented "The 'X' 'Y' 'Z' method of Effective Discipline" to Catholic school teachers at an archdiocesan wide teacher in-service. He also presented "Effective Communication" to the Archdiocese Principals' Association.

St. Linus also sponsored numerous courses for area teachers, school parents and the public within the last several years. Ongoing Computer Training, safety on the Internet, Protecting God's Children, Grant Writing for Non-Profit Schools, and Music and Movement in Early Childhood Development were offered.

The school continues to host concerts featuring our band and choir students who perform together with students from other schools for holiday, religious, cultural and community celebrations. St. Linus students interact with students of other schools in exchanging leadership experiences. Our Student Government officers hosted Chicago's St. Cajetan School's Student Government officers to share leadership and service activity ideas. Our students then visited St. Cajetan School to learn about their methods. Our eighth grade Student Council officers took part in a Leadership In-service with the Oak Lawn Village Council. The students spent the morning with the Oak Lawn mayor and trustees learning how the government functions. Seventh grade students spent a day at St. Laurence High School taking part in a leadership seminar which was geared toward enhancing leadership qualities among the students.

The school's Art teacher has met for lesson sharing with other area teachers. She directs students to develop and use their talents for the benefit of others. In addition to advancing charitable causes, the students' artistic creations have gone on to be used in the community for educational purposes. For example, the students' towering recreation of the Statue of Liberty (part of a study of immigrants) which was displayed at the school and the Oak Lawn Library will be a permanent feature in the local Children's Museum. The school also prepared and presented educational activities at the area museum's harvest festival. Oak Lawn celebrated 100 years as a village in 2009-2010. Varying ages and grade levels from St. Linus School participated in designing and painting an oversized chair provided by the village. It was a way to participate in community service and showcase the history of St. Linus in conjunction with the 100 year anniversary of Oak Lawn. This chair and others were displayed throughout the village and showcased at the summer Village on the Green Fest. Our chair is now installed as a permanent sculpture on the school campus. The eighth grade graduating class chooses one project as a memoir to the school each year. The first year's project resulted because of our annual Veterans' Day Assembly. A moment of silence was offered while paying respect to an empty chair honoring all deceased veterans. The chair, later painted red, white and blue by the eighth grade students, is now used each year at the memorial service. The second project was painting Twister game mats for use by all students at the yearly all-school picnic. The most recent project was a "Thank You Veterans" banner painted with emblems depicting the different branches of the United States Armed Forces. Additional projects involving the community are planned for the rest of the school year.

## 1. Curriculum:

**Religion:** The St. Linus religion curriculum stresses the study of the Catholic Faith as a whole. We study scripture and Catholic moral development. We participate in sacramental preparation and service within and to the community. All grade levels plan and participate in monthly liturgies, usually involving a theme, Feast of St. Francis, opening and closing of the school year, etc.

**Language Arts:** Phonemic awareness, word decoding and vocabulary instruction are mastered through the reading series in grades K through five. Reading, writing, grammar, listening and speaking skills, along with comprehension, analysis and higher order of thinking skills are integrated through the literature series in grades six through eight. Oral presentations are a vital part of the literary process while all Language Arts skills are incorporated into other content areas.

**Mathematics:** The basis of our program is to provide fundamental experiences using manipulatives to enhance learning. Students expand their knowledge of skills in computation, estimation, number theory and logic. Emphasis is placed on real life word problems throughout grades K through six. Algebra is introduced in all grades and progresses to Pre-Algebra in seventh and then into Algebraic Functions in eighth. In addition to the regular eighth grade math class, students have the opportunity to qualify for Algebra I classes offered by the local Catholic High Schools. They are tested in the program with the possibility of beginning their freshman year in sophomore level Geometry.

**Social Studies:** The Social Studies curriculum is broken down into three parts: A) Primary level which focuses on societal rules and communities, world geography, basic map and global skills, identifying continents and hemispheres; B) Intermediate grades explore the various regions of the United States, which include climate and economic regions, cultural studies and in-depth map skills; C) The middle school encompasses ancient civilization to today's current events. Integrated units on The Civil War, Ancient Greece and the 60's are also incorporated. Each of these units concludes with a culminating activity. For the Civil War unit, re-enactors are brought in to speak to students. For the Ancient Greece unit, the students engage in City-State Olympics. The 60's unit culminates with a classic car show and sock-hop. To enhance community historic lore, field study excursions include the Historic George M. Pullman District and various Chicago cemeteries, as well as tours of New Salem and Springfield, Illinois.

**Science:** Topics in Science cover the areas of Earth Science, Life Science and Physical Science. Classroom and laboratory experiments inclusive of rocket building and bridge building bring hands on experiences to Science. The use of technology enhances the program through audio/visual resources and encourages students to think like a scientist by applying science process skills needed to advance in our society today

**Spanish:** Saint Linus is in compliance with the program's foreign language requirements. Prior to 2010 students in grades six, seven and eight have been engaged in an introductory computer based language program that provides interactive training through the study of vocabulary and basic language facilitation phrases. Utilization of peers fluent in the Spanish language plays an active role in class. Students involved in this program received instruction for a full forty minute period one day a week for one semester. As of 2010 the foreign language program shifted to a more traditional program. All seventh and eighth grade students now receive textbook instruction twice (eighty minutes) a week for one complete semester a year. Students in kindergarten through eighth grade also have the opportunity to enroll in an after school program called, "Foreign Language Learning Stars." Students enrolled in this program receive instruction once a week after school for forty minutes.

**Art:** Art is not usually considered a core curriculum subject but at St. Linus it is. As a Catholic School, our Catholic identity is illuminated in Art Class. St. Linus has many mosaics done with beads, seeds and

beans that were completed by multi grade levels and are permanently installed throughout the school and church. Examples of these are the four Gospel writers, Our Lady of Guadalupe and Our Lady of Czestochowa. Students also reach out to the community by participating in local community art projects. The “Chair Project” in which numerous chairs were decorated and displayed throughout the village then auctioned with the proceeds going to a local charity was one such endeavor. A thank you banner, acrylic on canvas, was another reach out project completed by students for Veteran’s Day.

Within the school, all students tie dyed shirts different colors indicating the grade level. They were worn with pride at the all-school picnic. The activity was such a hit that we plan on doing it annually.

Art not only reinforces our Catholic identity but is used to emphasize lessons in other subjects. Some examples, our second graders do an illustration of a hero they read about in Reading. Third graders depict the life cycle of a mealworm they are hatching in Science. Fourth graders construct Paper Mache models of animals they are learning about and Middle School has themed units that are reinforced in Art Class.

## **2. Reading/English:**

St. Linus currently implements the Scott Foresman Reading series in grades one through five because it embraces six critical areas of explicit instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary, Text Comprehension, and Written Expression. This series supports our philosophy of Reading using the Whole Language approach. We teach this balanced program, which is also aligned to our State Standards, using leveled resources. This helps every child achieve their potential. A strong Phonics background, especially in the primary grades, indicates our determination to build fluent oral readers. Close attention is also given to test preparation, as test-taking strategies are constantly reviewed to ensure success. In addition to the above curriculum, St. Linus offers a reading program called Rocking Chair Reading for the primary grades. This program allows the students grandparents to visit the classroom and read books to the class. Rocking Chair Reading is a way to promote reading, and a love for books.

As our students advance to middle school, their reading curriculum consists of novel studies and literature circles. This is supplemented with the Prentice Hall Literature series, which offers the finest classic and contemporary literature available. The series uses real-life connections that engage and motivate. Through the Literature Circles, novel studies, small group reading, whole group reading, and independent reading, the students become highly interested in the novels and are able to fully understand the text. We have found our reading program to be an excellent method of integrating skills in writing, vocabulary, and grammar, as well. Our curriculum includes many exploratory projects throughout the middle school years, involving the various genres used within the series.

To address the needs of students reading below grade level St. Linus implements the following interventions: guided reading, small groups, learning partners, individual help, NJHS after school student tutoring program, a Learning Resource instructor, and a University based speech and language program. Other strategies that the classroom teachers use as enrichment to the above curriculum, to reach out to all types of learners are, learning centers, daily oral language, and readers theatre.

We believe that the proof of our success is shown in our Terra Nova Scores. The students have consistently scored in the higher percentages in the Reading area. St. Linus is continuing to teach the students how to be successful in Reading and we are committed to have each child reach their full potential.

## **3. Mathematics:**

St. Linus School’s curriculum follows the guidelines of the NCTM Principles and Standards for Mathematics, employing instructional best practices and exemplary mathematical research, including Hanna and Yackel’s (2001) study that suggests learning is enhanced by classroom interactions in which students propose mathematical ideas, learn to evaluate their own thinking, and develop reasoning skills. Students at all grade levels are actively engaged in tasks and classroom experiences designed to

deepen and connect their knowledge. Students are given an opportunity to demonstrate their knowledge by participating in a daily quiz via the morning announcements. Daily quizzes are varied to be age appropriate and contain cross-curricular content. Students are rewarded for their knowledge on the daily quiz questions, providing positive reinforcement for mastering concepts.

At the primary level, the use of hands-on activities and manipulatives in a concrete way builds a foundation for conceptual understanding. Problem-solving strategies and skills are presented in a real-life context relevant to students of all abilities and learning styles. By participating in activities that involve estimating, measuring, or graphing, students acquire new ways of thinking and habits of persistence and curiosity that will serve them well outside the math classroom. Literature is used to set the stage for mathematical concepts and vocabulary being introduced. Reading and writing activities make the language of math second nature and connect mathematics to science and social studies. Differentiation is accomplished through leveled problem solving practice both within daily lessons and in work sent home.

At the intermediate level, we strive to make mathematics meaningful for every student and learning style. Students are exposed to a variety of everyday, real-life problems requiring them to use their conceptual understanding and develop problem-solving skills. Development of student curiosity and confidence, both inside and outside the classroom, is the goal achieved through this type of problem-solving practice.

The middle school math curriculum is geared toward algebra, which has been incorporated in all grade level instruction. Students also participate in a geometry-intensive unit outside their daily math class. Students engage in integrated units coordinated through the social studies program, reinforcing our emphasis on real-world applications. For example, to supplement the Social Studies unit on Ancient Greece, students learn and apply the Pythagorean Theorem. Students explore Pythagoras and how his famous theorem is used today. Students also research battlefield statistics for the Civil War and use the information as part of a unit on probability and statistics. Overall, the goal of the middle school math program is to develop the critical thinking skills that students ultimately need to apply specific math skills successfully.

Technology is a valuable tool used to enhance mathematical learning at St. Linus School. At all grade levels, students and parents may access online textbooks and carefully selected interactive websites for problem-solving practice. Some examples of these websites are [www.aaamath.com](http://www.aaamath.com), [www.mrnussbaum.com](http://www.mrnussbaum.com), [www.brainpop.com](http://www.brainpop.com), and [www.learningplanet.com](http://www.learningplanet.com). Technology tools allow teachers to adapt and individualize assessments that are ongoing, spiral, and flexible to meet the diverse needs of our learners.

Students with diagnosed special needs are accommodated through the use of inclusive lessons and alternative assessment methods that address their specific needs. Struggling students are afforded the opportunity to work twice weekly with a carefully selected National Junior Honor Society student tutor in cooperation with the classroom teacher and supervised by a faculty member. In addition, faculty members are available before and after school to work with students requiring additional help. These services are available to families at no cost.

#### **4. Additional Curriculum Area:**

Discovery is a class specifically intended to expose students to curriculum content outside the traditional content areas. At its inception, six years ago, a daily forty minute period was dedicated to Discovery in the middle school (grades 6-8). Over the years, Discovery has evolved into an all-encompassing curriculum involving all middle school staff and the school principal.

One day of Discovery is devoted to Advisory, allowing students to explore interpersonal relationships and work through personal challenges they may be encountering with advice from their Advisory teacher. The remaining days are when students delve into their Discovery topic of the quarter. Topics include:

"Hawk Tawk:" The Saint Linus school paper is entitled "Hawk Tawk" and is published quarterly. The class contributes to the newspaper by interviewing students and faculty, and answering students' questions with an advice column. The newspaper also has entertainment reviews and a "Fun Page" with word searches, mazes and riddles. The editors arrange the articles according to the format of a standard newspaper.

"Powder Puff Mechanics:" In this Discovery class students use a hands-on approach to learn basic skills in car maintenance and repair. Students learn the difference between types of car engines, how to successfully check the various fluid levels in a car, and the working concepts of transmissions and brakes.

White Pines Outdoor Education Ranch: For three days in early November, sixth and eighth graders participate in an outdoor education adventure at the 300 acre White Pines Ranch, in Oregon, Illinois. Over the span of their stay each student participates in counselor supervised activities such as: Orienteering, (using a compass), Field Study, Wilderness Survival, Horsemanship, Fossil Digging and Cemetery Study.

Speech: Speech reinforces self-confidence by furthering students' public speaking abilities and sharpening their research and writing skills. Students begin the quarter by simply reading aloud from textbooks. Next, students give two minute speeches on a variety of topics to their class. At the end of the quarter, students give impromptu speeches.

Spanish: All seventh and eighth grade students take "Introduction to Spanish" twice a week for one semester.

The Discovery units have become an integral part of the middle school curriculum. Over the years, they have expanded to meet the needs and interests of the students. In the future, we hope to get student input on the topics of study. As each teacher develops unique units of study, we hope to rotate the students through the units or allow students a choice in the units of study.

## **5. Instructional Methods:**

A comprehensive variety of methodology in differentiated instruction is implemented by our staff to engage the students to meet readiness styles. One of the most challenging tasks confronting teachers in providing engaging differentiated instruction is to determine their student's areas of interest. Our teachers accomplish this in a variety of ways. All staff is strongly encouraged to have students complete an interest profile. Completing this survey gives our teachers a first person response to areas of interest that help them in their desire to keep students on task. Teachers are also encouraged to review student files to analyze previous assessment information that might provide subject preferences and cognitive strengths and weaknesses. This information can be extremely helpful to teachers in a variety of ways. It can not only be used to enhance traditional direct instruction, but can also be applied in the design of "Cooperative Learning" groups where students are assigned tasks according to ability, interest, etc.

In the lower grades, learning centers that use tiered activities are also used by teachers to assist them in providing multiple opportunities for students to acquire strategies and skills. Typical "centers" that are found are: Listening, Mathematics, and Reading, Writing, Phonics and Art.

In the middle school, thematic integrated units are often employed to stimulate interest. The integrated unit on the "Civil War" gives students an opportunity to learn by not only reading about the war in their text, but also study battlefield statistics in mathematics, read novels such as, "The Red Badge of Courage" in literature, study medical strategies in science, create visual representations in art, and as a culminating activity experience "live" performances by re-enactors. Using this strategy gives a "real life" meaning to each discipline being used in the classroom which in turn enhances focus.

For children with special needs, our Special Services Teacher, parents and classroom teachers collaboratively explore adaptations and accommodations to facilitate individualized instruction. Children

with fluency, articulation and language process problems are serviced through a Saint Xavier University program housed at Saint Linus.

Finally, as a faculty, we spend a substantial amount of time discussing behavior management because we believe that having effective strategies to deal with classroom management is a necessary form of differentiated instruction.

## **6. Professional Development:**

Educational research, issues, and trends demand that teachers stay well informed and knowledgeable of the practical skills necessary for the quality education St. Linus School provides. Professional educational development is encouraged and expected of the St. Linus faculty to insure that the appropriate standard of education is continually maintained. An annual \$1100.00 stipend is offered to each faculty member allowing him/her flexibility in choosing from a variety of conferences, workshops, in-service training, and continuing education credit.

Faculty attend local workshops offered by professional educators, including out-of-state conferences and conferences held at local universities. After attending a workshop or conference, faculty share newly acquired knowledge at grade level or full staff meetings. In an effort to stay up on the latest technology offerings, recent workshops attended and presented by faculty include Technology Resources to Improve Students with Special Needs, Technology Activities for Grades 1-4, and Student Teams and Technology. Helping to keep our focus on literacy strong, faculty attended and presented information gleaned from the St. Xavier University Literacy Conference, as well as the NAEYC Conference in Anaheim. These conferences have allowed faculty to work with others to further the vision of St. Linus School and have positively affected student learning.

Several times a year, in-service training is provided on site for faculty on designated staff development days. Recent in-services have been held in the areas of community library resources and access, religion, technology, reading, curriculum, CPR, Differentiated Instruction Learning Strategies, RTI – Response to Intervention, lesson planning, and leadership.

Faculty hold or are completing work on Master's Degrees in the following areas: Curriculum and Instruction, Elementary Education, Reading, Teaching and Leadership, Speech Communication, and School Administration. Our principal has a Doctorate degree in Education Administration and is an Adjunct professor in the graduate education program at Saint Xavier University. All of our Middle School faculty have or are in the process of acquiring the Middle School Endorsement. Other Endorsement Certificates held or being completed by St. Linus faculty include LBSI - Learning Behavior Specialist I, LD - Learning Disabilities, PH - Physically Handicapped, Social Studies, Science, Math and Language Arts. Having faculty who possess these degrees and endorsements allows St. Linus School to address the needs of the individual student while enhancing the educator's knowledge and skills, thus increasing the quality of student learning. Our Resource Teacher is a licensed Speech Pathologist, and certified in Standard Special Speech Correction, Teaching & Supervising, Special Speech & Language Impaired, Special Learning Disabilities, Special Social/Emotional Disorders, Trainable Mentally Handicapped, and Educable Mentally Handicapped

St. Linus faculty hold memberships in a variety of educational associations, including ASHA, NCEA, NAEYC, ASCD, ICE, IRC, NCTE, and participate in their local and national conferences. Additionally, faculty are members of international honor societies, including Kappa Delta Phi and Phi Theta Kappa.

The principal recognizes the critical role in supporting the development of each St. Linus student. He challenges the teachers to be flexible in teaching methods and encourages collaboration with colleagues. He models the importance of professional development by serving as a presenter at many forums, including the Illinois State Gifted Conference, Archdiocese of Chicago Principals Conference, Archdiocese of Chicago Education Conference, District 118 PTA Parent Night, School District 125, and our onsite Teacher In-Services. In addition to monthly faculty meetings, he holds weekly meetings with

grade level faculty. Here he shares relevant educational research, new resources, and stimulating critiques of his daily classroom visits. This allows faculty members an opportunity to reflect on best practices.

## **7. School Leadership:**

Leadership at St. Linus consists of a diverse network of individuals and groups who are dedicated to working together to successfully carry out the mission of our school. Each member of our shared leadership team brings different talents and expertise to the table. Through the sharing of ideas, efforts and responsibilities, our leadership team works together to execute our common goal: the academic and spiritual advancement of our students.

The core of the St. Linus leadership team consists of the pastor, principal, and assistant principal. Together they are responsible for creating a challenging, safe and healthy environment for the students and staff. It is their focus to provide the faculty and students with the technology, guidance and resources to compete in today's world. The pastor and principal are actively involved with our students and parents on a regular basis through classroom visits, participation in student programs and involvement in student clubs and organizations. Their consistent presence at the school demonstrates their accessibility and helps students view them not only as the authority of the school, but also as mentors and counselors. The pastor and principal also sit on different committees throughout the school, parish and community to ensure that they are aware of all issues affecting our education system.

Supporting the core leadership team is the Administrative Advisory Council which consists of a faculty member representative from our primary, intermediate and middle school groups, as well as a representative from our paraprofessional staff and school board. The Administrative Advisory Council meets regularly with the pastor, principal and assistant principal to discuss creation, execution and enforcement of school policies. Recommendations for changes and improvements to curriculum are discussed during these meetings. Concerns or requests from the staff are presented and resolved. Gathering input from the faculty helps foster a team spirit and empowers our teachers to become leaders of the school.

An important component of our shared leadership system is the students themselves. Students are given the authority and encouragement to take on leadership roles within the school. They often appear before the Administrative Advisory Council to present concerns and/or issues. Allowing their voices to be heard in a respectful and professional matter promotes leadership at an early age. Students at St. Linus also plan extracurricular programs, charity and fundraising events, school assemblies and spirit events. In addition, students meeting certain criteria are asked to take part in the Student Ambassador program where they are given the responsibility to provide school tours and to act as a liaison between the school and our community.

In today's society, no one person can fully represent the vision for our school, and we apply this philosophy by engaging various facets of our school staff, student body, parish organizations and local community to lead our school into the future.

# PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3574</u>	<u>\$3574</u>	<u>\$3574</u>	<u>\$3574</u>	<u>\$3574</u>	<u>\$3574</u>
K	1st	2nd	3rd	4th	5th
<u>\$3574</u>	<u>\$3574</u>	<u>\$3574</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$4338

5. What is the average financial aid per student? \$705

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
16%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 98%

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third Edition /2009 (Previous Second Ed.)

Publisher: CTB McGraw-Hill

Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	73	79	79	80
Number of students tested	49	34	31	44	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	4	2	1	0
Percent of students alternatively assessed	0	11	6	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Students were alternatively tested per an Individual Education Plan which stipulated extended time, reading assistance or small group setting.					

11PV46

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third Edition/2009 (Previous Second Ed.)

Publisher: CTB  
McGraw-Hill

Scores reported as:  
NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	72	74	80	80
Number of students tested	49	34	31	44	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	4	2	1	0
Percent of students alternatively assessed	0	11	6	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Students were alternatively assessed per an Individual Education Plan that stipulated extended time, reading assistance or small group setting.					

11PV46

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Edition/2009 (Previous Second Ed.)

Publisher: CTB  
McGraw-Hill

Scores reported as:  
NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	70	75	74	70
Number of students tested	34	41	42	35	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	3	0
Percent of students alternatively assessed	0	2	0	8	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Students were alternatively assessed per their Individual Education Plan which stipulated extended time, reading assistance or small group setting.					

11PV46

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Edition/2009 (Previous Second Ed.)

Publisher: CTB  
McGraw-Hill

Scores reported as:  
NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	73	70	84	84	83
Number of students tested	34	41	42	35	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	3	0
Percent of students alternatively assessed	0	2	0	8	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Students were alternatively assessed per their Individual Education Plan which stipulated extended time, reading assistance or small group setting.					

11PV46

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Edition/2009 (Previous Second Ed.)

Publisher: CTB  
McGraw-Hill

Scores reported as:  
NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	89	87	73	79	79
Number of students tested	45	24	48	39	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	1
Percent of students alternatively assessed	0	8	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Students were alternatively assessed per their Individual Education Plan which stipulated extended time, reading assistance or small group setting.					

11PV46

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Edition/2009 (Previous Second Ed.)

Publisher: CBT  
McGraw-Hill

Scores reported as:  
NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	74	77	77	74
Number of students tested	45	24	48	39	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	1
Percent of students alternatively assessed	0	8	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Students were alternatively assessed per their Individual Education Plan which stipulated extended time, reading assistance or small group setting.					

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