

2005-2006 No Child Left Behind – Blue Ribbon Schools Program
U. S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name St. Lawrence O’Toole School
(As it should appear in the official record)

School Mailing Address 4101 St. Lawrence Avenue

Matteson Illinois 60443-2347
City State Zip Code +4 (9 digit total)

County Cook School code Number* NA

Telephone (708)747-3322 Fax (708)747-4099

Website/URL www.slotoole.org E-mail Pfrejlich@aol.com

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

(Principal’s Signature) Date _____

Name of Superintendent* Dr. Nicholas 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.

(Superintendent’s Signature) Date _____

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

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

(School Board President’s/Chairperson’s Signature) Date _____

**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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II – DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1-2 not applicable to private schools)

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

SCHOOLS (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 21 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only.

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K	4	11	15		7	16	24	40
K	16	28	44		8	25	19	44
1	14	17	31		9			
2	24	18	42		10			
3	19	22	41		11			
4	22	23	45		12			
5	19	25	44		Other			
6	24	25	47					
TOTAL STUDENTS IN THE APPLYING SCHOOL								395

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

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>57%</u> White |
| <u>36%</u> Black or African American |
| <u>5%</u> Hispanic or Latino |
| <u>2%</u> Asian/Pacific Islander |
| <u>0%</u> American Indian/Alaskan Native |
| 100% Total |

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

7. Student turnover, or mobility rate, during the past year: 2%

(This rate should be 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 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1 (same as in #5 above.)	395
(5)	Subtotal in row (3) divided by total in row (4).	.022
(6)	Amount in row (5) multiplied by 100.	2%

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

Number of Languages represented: 1
 Specify languages: Spanish

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

Total number students who qualify: 0%

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

10. Students receiving special education services: $\frac{1\%}{2}$ Total Number of Students Served

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>48</u> Other Health Impaired (asthma, allergies, etc.)
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>3</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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>1</u>
Classroom teachers	<u>16</u>	<u>4</u>
Special resource teachers/specialists	<u> </u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>3</u>
Support Staff	<u>2</u>	<u>0</u>
Total number	<u>22</u>	<u>9</u>

12. Average school student- "classroom teacher" ratio: 23:1

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 student; 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.)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	10%	9%	9%	13%	13%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

SLOT was founded in 1964. Its campus comprises five classroom modules (each containing 4 classrooms), school offices, a computer laboratory, a library, a church, and an auditorium/gymnasium on approximately seven acres in Matteson, a far southern suburb of Chicago. The student body totals 395 students. Because of our reputation for academic excellence and unparalleled school spirit and sense of community our students come from over 20 south suburban communities.

In addition to eighteen classroom teachers (2 in every grade from 1-8, one kindergarten and one preschool teacher) and 4 classroom aides, we have a music, gym, and computer teacher, a librarian, and a resource teacher.

What sets SLOT apart from other schools is its unique diversity coupled with its togetherness and family spirit. We have students from diverse races, religions and economic, social, cultural, familial, and geographic backgrounds.

We are committed to promoting personal growth through a curriculum emphasizing academic basics and rooted in Christian faith and values. We guide the development of students into mature individuals who value and respect people of all races, cultures, and economic levels. Our graduates consistently go on to high school, college, and career success.

Classroom experiences are augmented by organized sports programs, field trips, band, choir, a computer laboratory, and weekly all-school Masses and other religious events. We are especially proud of our monthly character education program in which a trait such as respect, honesty, or tolerance, is chosen for intense study by all students, culminating in an all school project.

Special activities are very important at SLOT. Among them are Young Authors, science fair, academic competitions, student council, mock registrations and elections, Bank at School, picture lady, Work of the Week wall, prayer wall, summer reading program, and other events and activities to promote reading. There is an active buddy system in which each student in grades K-3 is paired with a student in grades 4-8 who acts as a mentor for the school year using teacher planned activities.

The school's dedicated staff averages 12 years of teaching experience at SLOT. Because of each teacher's ongoing professional development and the sharing of ideas among them, the most effective, current teaching strategies are used in the classroom. To keep their classes student centered, teachers constantly look for and apply teaching methodologies that meet the individual needs of their students.

Throughout the year our most important parent group, Parents in Action, plans and coordinates parent/teacher/student events to raise funds for special purposes. These activities have included candy sales, father/daughter dances, walkathons, book fairs and poster contests.

The administration encourages teachers to use modern teaching strategies and supports staff development. Staff development days revolve around a theme for the year. Additionally, the principal has an open door policy for students, teachers, and parents. Students come to read to her, teachers seek support and advice, and parents feel comfortable bringing concerns, suggestions, or questions to her attention.

Student service to the community includes providing Christmas gifts to needy children; sending letters and packages to soldiers; and brownie baking, collecting toiletries, and making place mats and holiday cards for the homeless.

We think the outstanding attitude of the students and teachers reflects the many positive aspects of SLOT. This is a school where people are having fun! The students are obviously happy and fill the air with the sound and vision of their buoyant enthusiasm. Teachers are dedicated and devoted to the responsibilities they have toward the children. Together the teachers and students participate in a joint educational experience that both groups find exciting, joyful, and fulfilling.

PART IV – INDICATORS OF ACADEMIC SUCCESS – 1

St. Lawrence O’Toole School takes pride in the academic successes of its students. The Terra Nova assessment tests, which are required by the Archdiocesan Office of Catholic Schools for grades 3, 5, and 7, are used yearly to assess student achievement.

Terra Nova results for 3rd graders in 2005 shows strong performance in the areas of reading, language, and math. In reading our Normal Curve Equivalent (NCR) of 61 indicates that half of our students scored at or above the 61st percentile and half scored below. When you compare this data to the nation’s NCE of 50 percentile, you can see that SLOT students outscored their peers. Our 3rd graders outscored their counterparts in all the reading objectives including Basic Understanding, Analyze Text, Evaluate/Extend Meaning, and Identify Reading Strategies. In every objective, SLOT students, with the exception of one, scored within the High or Moderate Mastery category.

In the language test for 3rd grade, the same conclusion can be drawn. The NCR for SLOT 3rd graders was the 67th percentile, again higher than the national average of the 50th percentile. All students earned a High or Moderate Mastery in the Language objectives of Sentence Structure, Writing Strategies, and Editing Skills.

Math scores continue to show that 3rd graders at SLOT are high achievers. The NCR for math was at the 70th percentile. With the exception on one student who scored in the Low Mastery range for Computation & Estimation, Geometry & Spatial Sense, and Measurement, all 3rd grade students fell into the Moderate to High Mastery range for the remaining objectives including Number and Number Relations, Data, Statistics and Probability, Patterns, Functions, Algebra, Problem Solving, and Reasoning.

The NCR in reading for SLOT 5th graders was in the 70th percentile with 100% of the students achieving High or Moderate Mastery in every objective (see above for a list of objectives). The language NCR was the 72nd percentile, with 100% of the students achieving High or Moderate Mastery (see above for a list of objectives). The NCR for math was the 79th percentile with 100 % of the students achieving High or Moderate Mastery in the objectives (see above for a list of objectives). Less than 1% of the students fell within the Low Mastery in the objectives of Computation and Estimation and Operation Concepts.

Seventh grade scores continue the high achievement of SLOT students. The NCR for reading for 7th graders was the 73rd percentile with 100 % of the students achieving High or Moderate Mastery in all reading objectives. The NCR for language was the 83rd percentile. 100% of the students fell within High or Moderate Mastery for all of the language objectives. Math scores were also high with a NCR of 67th percentile. With the exception of one student who scored in the Low Mastery Range for all the objectives, all other seventh grader scored in the High to Moderate Mastery for all the objectives, Measurement, Geometry and Spatial Sense, Problem Solving and Reasoning, Number and Number Relations, Computation and Estimates, Data, Statistics and Probability, Patterns, Functions, and Algebra.

Terra Nova test results for 2005 and prior years, tell us that our students consistently perform well above national norms; however, there is always room for improvement. Teachers are constantly looking for ways to help students who are in the Moderate to High Mastery categories achieve their potential. Curriculum is adjusted for students in the Low Mastery category so they will improve their performance. SLOT continues to strive for excellence in all academic areas. Students continue to meet high standards across the curriculum.

Although it is not mandated, we also test students in grades 2, 4, and 6 in order to have information and data available to help us assess their progress and adjust curriculum if needed. Results show progress and achievement consistent with that of the 3rd, 5th, and 7th grades.

PART IV – INDICATORS OF ACADEMIC SUCCESS - 2

Kindergartners are assessed one-on-one for each new readiness skill as they progress through the year. Review and reteaching is immediately provided when needed.

First and second graders use individual slates for math work. When the students raise their slates to show their computation, the teacher immediately reacts with praise or corrective instruction.

In the primary grades teacher aides work with individual students and small groups when assessment shows the students are struggling. This help is available for short term and long term difficulties.

Teacher and publisher made tests are used in every subject area in grades 3-8 and provide information for reviewing and presenting the material in a new way. Teachers do not advance to new material until at least 80% of the class has mastered the basic concepts.

Teacher developed rubrics are an important assessment tool for both teachers and students. Students know exactly what is expected in the assignment and by examining their grade they can tell exactly what part of the assignment was well done and what needs improvement. Rubrics help teachers to objectively review student work.

Assessment information and teacher recommendation are important considerations for remediation by our resource teacher. Students in grades K-8 participate in whatever subject they need help. Students can cycle in and out according to their needs.

Students in grades 2-7 take the Terra Nova standardized test in the spring. Although student performance is excellent, teachers assess class scores searching for areas of improvement. They also determine whether the school curriculum addresses the concepts tested on the Terra Nova. Individual Terra Nova results are used to help identify special needs students who will need additional intervention. High achievement on Terra Nova (at the 95 percentile) is among the prerequisites for consideration for SLOT's enrichment program.

We believe that the disparity between majority and minority test scores is primarily caused by the fact that many minority students transfer to SLOT because they have struggled in their previous schools and had below average achievement test scores. These minority student test scores tend to catch up with majority scores in direct proportion to the length of time they are students at SLOT. There are ongoing efforts by teachers help to make student adjustment to SLOT happen more quickly. Some of the strategies used are focused individual and small group help from the classroom teacher, peer tutoring, older buddy tutoring, intervention from the resource teacher, and private tutoring.

This year each teacher filled out classroom grids for every Terra Nova test taken which includes each objective for each student. This allows problem areas and low achieving students to be identified. This will help teachers determine areas of strength and weakness for concentration and will be of great value in setting up classroom study programs.

PART IV – INDICATORS OF ACADEMIC SUCCESS - 3

Communication is a key to the effectiveness of SLOT. Teachers regularly recognize and encourage student achievement with inspiring comments written on tests or homework papers or delivered orally.

Teachers use phone calls and notes to parents to keep lines of communication open. Routine parent teacher conferences are held after the first report card, and additional conferences are scheduled throughout the year at the request of the teacher or parent. Open houses for parents and other interested visitors are hosted in September and January.

In the primary and intermediate grades "Friday Folders" go home full of the week's work. Tests are sent home for parent signature to inform parents of their child's progress or need for additional help. Each teacher writes a monthly classroom newsletter to keep parents informed about classroom activities. In the middle of each quarter, progress reports are sent to parents covering any subjects in which their child is experiencing difficulty.

Our principal's monthly newsletter keeps parents informed about school-wide events and recognizes student participation in athletic, musical, and academic contests and competitions. Report Card Day is special because she visits every classroom and distributes reports cards individually pointing out successes and suggesting areas of improvement to each recipient. Four times a year she hosts an all-school assembly where Perfect Attendance, Honor Roll, and Bring Up Grades Roll are individually announced and honored. She opens each day with an intercom message that includes a prayer, special student recognitions, and school announcements.

Communication with the parish and school community begins in the school hallway leading to the church entrance and school offices. The walls display a wide array of student work that is changed regularly to keep the walls current and topical. The jewel in this crown is the Work of the Week wall where each classroom displays a single outstanding paper. The goal is that every student will have at least one example of his/her work on the WOW wall during the year.

The local newspaper publishes the honor roll names quarterly and reports on other special newsworthy events. The parish bulletin also publishes the school honor roll. The information for both is provided by the school.

Individual Terra Nova test results are sent home to parents at the end of the school year. Grade level averages for the entire school are also included for reference and are available to families of prospective students and on the parish website.

PART IV – INDICATORS OF ACADEMIC SUCCESS - 4

Informal sharing occurs when SLOT faculty members attend subject and grade level interest groups. These small groups meet regularly for roundtable discussions which lead to sharing of expertise and successful ideas. Teachers at SLOT initiated a sharing group for local preschool teachers that covers organizing and planning in the classroom. Teachers often adopt innovative teaching methodologies based on the sharing of ideas at these interschool meetings.

SLOT teachers belong to a variety of professional organizations such as South Suburban Reading Council, Illinois Reading Council, National Science Teachers Association, Illinois Junior Academy of Science, and Illinois Computer Educators. They attend meeting in which ideas based on classroom experience and independent study are freely traded and discussed. Many of these ideas are implemented in the classroom to enhance teaching effectiveness. Teachers and administrators from other schools have visited SLOT to observe our teaching methodologies and their application. Our computer lab has been a model for other schools in the area.

Several programs such as Opera in the Classroom and Bank at School that have been successfully implemented at SLOT have been adopted by other area schools as a result of our success.

The special services program developed by SLOT over the past five years has been shared throughout the archdiocese. This program provides individual help to struggling students that allows them to function optimally in a heterogeneous classroom. Early intervention is a key component, and our teachers are especially vigilant in preschool and kindergarten to identify students who may be at risk during these early years. The hallmark of the program is the coordination and teaming of administrators, faculty, and parents. The resource teacher provides faculty workshops and individual teacher instruction that contributes to the success of the program. She has also presented workshops describing the program throughout the archdiocese, served on planning committees, and now is a consultant to the archdiocese as it develops a system-wide special services program.

PART V – CURRICULUM AND INSTRUCTION – 1

Curriculum is the backbone and the soul of the academic environment at SLOT. Each subject's curriculum has been painstakingly developed by the entire faculty to make it uniquely ours.

The mastery of reading is fundamental to success in all other subject areas and in life itself. Our reading readiness, phonics instruction, and balanced basal reading programs are the basics of our primary grade reading instruction. Early grades are introduced to chapter books and intermediate and junior high students pursue higher level reading skills and critical reading with a variety of genres. All levels respond to what they read and make connections to other texts, to their personal experience, and to the world.

Writing, speaking and listening are other language arts taught at SLOT. Grammar teaches how the English language functions and this understanding is applied by using English effectively in writing, speaking, and listening.

SLOT's mathematics curriculum builds on a strong foundation of basic skills in order to progress to the abstract concepts and relationships of introductory algebra. Students gain confidence because they are well prepared by a program that provides the opportunity for success to every student. Mathematics is made relevant and meaningful by a curriculum that makes the connection between math and its usefulness in the real world. Students master problem solving methods and along with reading and writing, build communications skills necessary to achieve success.

Science includes teaching life, physical, and earth/space sciences as well as the scientific method. Environmental topics are developed at every grade level. A yearly science fair in grades 6-8 helps students qualify for the state science fair. Their projects and papers have earned them and SLOT recognition for science excellence. Students write lab reports and do research on topics of interest throughout the year. A highlight for seventh graders is a yearly trip to the regional Challenger Learning Center for a simulated trip to Mars.

Social Studies encompasses the family, school, neighborhood, community, state, nation, and world social groups. Acquiring geography knowledge and skills is ongoing, and the economics of each social group is studied. Students receive three years of American history including an in-depth study of the United States and Illinois constitutions. Part of social studies is reaching out to each of these social groups through field trips, guest speakers, and service projects.

SLOT students learn Spanish, and, in addition to learning the basics of the language, study of the history and culture of Spanish speaking countries is included. Hands-on, ethnic cooking experiences add a real life dimension to Spanish classes.

In addition to a well equipped computer lab, each classroom has 2 to 4 computers. Students receive weekly instruction in word processing, desktop publishing, and acquiring and using information. Basic computer skills and software instruction are incorporated into individual and group projects across all subject areas. Teachers are kept aware of available educational software so they are able to design meaningful class assignments using the latest, most effective programs.

The primary goal of the religion curriculum at SLOT is to develop knowledgeable, compassionate individuals who are rooted in Christian faith and values and understand and appreciate the history, traditions, and beliefs of the Catholic Church. For these reasons service projects at O'Toole are ongoing. A plea for help is always answered whether in time, talent, or funds. Each week a different class defines the theme, plans the songs, and reads the scripture for an all-school Mass.

SLOT also offers art, music, physical education, and library. In addition to weekly classroom art activities, art is used as an assessment tool in curriculum areas. A well organized Picture Lady program staffed by parent volunteers brings great art into each classroom. Music involves not only singing and learning to read music, but also the study of music history. Physical education stresses fitness, coordination, and flexibility in individual and team sports and dance. The library teaches library skills, promotes appreciation of stories and books, and encourages accessing of information using the computerized card catalogue.

PART V – CURRICULUM AND INSTRUCTION - 2

The entire faculty was involved in the development of our in-depth Language Arts curriculum. We decided what was important for our students to master and chose the reading series that was most consistent with our goals.

Grades K-5 chose Harcourt Brace Signatures. In addition to instruction in print, writing and comprehension skills are presented. The series successfully prepares kindergarteners for first grade reading. Centers are part of the program and allow young students to get up and move around as they learn. The stories are multicultural and literature based and encourage outside reading because students search for other works by the author being studied. The illustrations are engaging and are important to understanding the story, especially for the younger readers. The stories are cross curricular and prepare students for content area reading with specific nonfiction reading skills presented. There is a heavy emphasis on vocabulary which is taught through context. The teacher's manual offers a wealth of teaching suggestions for both extension and reteaching.

Students in grades 6-8 use Prentice Hall's, Timeless Voices, Timeless Themes, a broad based literature anthology that exposes students to a wide range of authors and genres. The students read novels, short stories, poetry, drama, and nonfiction. Selected novels are read throughout the year. There is also a teacher-developed newspaper unit taught in seventh grade. All students participate in Accelerated Reading, a strong, independent reading program. In addition to basic reading skills, questioning, predicting, summarizing, making connections, and responding to literature are taught. Extensive writing, speaking, and listening activities complement the program.

Almost half the student body participates in our voluntary summer reading program. Realistic goals are set for each grade level. Participating students are recognized at an all-school assembly and rewarded with an ice cream sundae event. Book It, Read to Succeed, and Read Across America are national reading incentive programs in which SLO participates. A statewide Parents and Reading program to encourage family literacy is also offered. Read to the Principal is a special activity that goes on all year.

In an attempt to continually improve our reading program, and in line with the most recent reading research, a fluency program for struggling readers is being added this year.

PART V – CURRICULUM AND INSTRUCTION - 3

Consistent with our mission, SLOT strives to develop strong citizens and to further the intellectual and spiritual development of all students within a Christian community. SLOT is committed to guiding students in the process of maturing into individuals who value diversity and respect people of all races, cultures, and economic groups through a curriculum strong in academic basics and rooted in faith and values. This is a major component of our comprehensive social studies curriculum.

In the early grades the basic social structure studied is the family. The striking diversity at the family level is one of the major points of emphasis. This builds an understanding of differences at all levels among families including ethnic backgrounds, cultural uniqueness, and economic status.

At higher grade levels we move on to the school and community as major social units. Our SLOT family gathers in prayer each morning, at weekly Mass, and in school assemblies for other special occasions. Our students participate in community activities by contributing food and clothing to local charities and social agencies. The highlight of this caring is collecting funds at Christmas to buy gifts for children in our sister parish in Chicago's inner city. The seventh grade students walk to a local nursing home to entertain and visit with residents.

On a national level students in all grades study the history of our state, country, and world. They rarely miss an opportunity to respond to victims of natural disasters with prayer, money, and needed supplies.

While studying the Constitution, students recognize the importance of the values of our founding fathers during the birth of our nation, and they recognize the importance of strengthening these values through individual commitment today. The upper grades write letters to our servicemen in Iraq on a regular basis, and several times a year they put together packages for the soldiers. The entire student body prays for peace and justice daily.

In grades K-8 the study of each social element (family, school, community, state, nation, world) grows in depth and breadth consistent with the advancing abilities of the students. The essential social studies knowledge and concepts are covered, but the curriculum is further enriched by reinforcing the creation and growth of a social conscience within each student. Knowledge is important, but SLOT students do more than learn about the social aspects of our society by putting the knowledge and values learned into practice daily.

PART V – CURRICULUM AND INSTRUCTION - 4

SLOT teachers want every child to feel successful. They work diligently to incorporate visual, auditory, and kinesthetic learning styles into their lesson planning while applying Gardner's theory of multiple intelligences. They attend workshops and seminars to stay current and add new strategies to their lessons. These efforts provide a wide range of individual, small group, and whole class instructional methods.

The teachers believe in immersing their students in the topic being studied. As K-2 students learn about the first Thanksgiving, they bake pumpkin pies, and make applesauce, cranberry sauce, and pudding for their own Thanksgiving feast. They also dress as Native Americans and Pilgrims. Third graders study Native American culture and spend a day outdoors at a simulated Native American encampment. They also learn about pioneer families and recreate a "blab" school in the classroom. When studying Michaelangelo, fourth graders lie on their backs under a table as they experience first hand the creating of the ceiling of the Sistine Chapel. Every fifth grader chooses a different Native American tribe, does research, creates art projects, and makes an oral presentation to the class. In groups they also create and decorate lifesize pictures of historical figures along with biographical facts. Small groups of sixth graders sprawl on the floor and glue blue and red yarn representing veins and arteries on a lifesize paper outline to demonstrate their knowledge of the circulatory system. Groups of seventh graders become editors and reporters and create and print their own newspaper. Pairs of eighth graders measure the hallway, doors, windows and classrooms as they learn scale drawing in a real life hands on project.

Writing portfolios are used in grades 1-8. At the end of the year students choose their best work to publish in the portfolio and pass on to the next teacher. This provides a wonderful opportunity for students to record their own growth and to remember past experiences. All grades also take three field trips a year. Being part of the Chicago area provides numerous possibilities. Every major museum in the city is visited at least once during a student's years at SLOT. Students attend plays presented by local theater groups and professional Chicago theater and even the Lyric Opera. Music programs include performances by local orchestras and choirs as well as the Chicago Symphony Orchestra.

Role playing occurs in many parts of the curriculum. Thanksgiving and Christmas plays are presented for students and parents by younger students. Older students present skits at assemblies to promote character education or summer reading. We have a troupe of students who visit classrooms presenting skits during Black History and Women's History months.

PART V – CURRICULUM AND INSTRUCTION - 5

SLOT teachers take advantage of many staff development opportunities on an ongoing basis. The administration recognizes the importance of continuing education and budgets \$1,100 to each full time teacher for workshops, seminars, and multi-day conferences provided by our local council of schools, the archdiocese, state organizations, professional development companies, publishers, colleges, and universities.

Teachers are open and receptive to new ideas and seek out workshops related to their grade level and areas of interest. These provide fresh insights and introduce new teaching methods to enable the teachers to challenge their students daily. They enthusiastically share these ideas with the rest of the faculty.

All of our math teachers in grades K-5 have received training in the Everyday Mathematics series. They update their teaching skills for this special program by attending an advanced workshop annually.

The principal chooses a theme for faculty staff development each year. Several speakers are hired to present workshops throughout the year on the chosen theme. School and teacher goals for the school year also incorporate the theme. Bullying in the school environment, engaged learning and multiple assessment, differentiated instruction and special needs students, and writing are recent themes. Teachers eagerly experiment with the ideas presented. Current practice is every day practice at SLOT.

In addition the faculty receives regular staff development from two of its own. Our resource teacher effectively and passionately helps teachers to understand and provide for individual differences and special needs. Our technology teacher also offers timely workshops which have made the integration of technology into all curriculum areas easier and more timely. For example, through her instruction, most of our teachers are using GradeQuick. Use of this software for midquarter reports has enhanced communication with parents.

Staff development is welcomed by the faculty for professional growth and for providing ways to challenge, inspire, and motivate our students to be all they can be.

PART VI – PRIVATE SCHOOL ADDENDUM

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

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

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

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3390</u> K	<u>\$3390</u> 1 st	<u>\$3390</u>	<u>\$3390</u> 2 nd	<u>\$3390</u> 3 rd	<u>\$3390</u> 4 th	<u>\$3390</u> 5 th
<u>\$3390</u> 6 th	<u>\$3390</u> 7 th	<u>\$3390</u> 8 th	<u>\$</u> 9 th	<u>\$</u> 10 th	<u>\$</u> 11 th	
<u>\$</u> 12 th	<u>\$</u> Non-Parishioner - \$5140 Other					

4. What is the education cost per student? \$3800

5. What is the average financial aid per student? \$0

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? \$0

7. What percentage of the student body receives scholarship assistance, including tuition reduction? \$0

ST. LAWRENCE O'TOOLE SCHOOL

**Terra Nova Tests
Terra Nova Second Edition
CTB McGraw-Hill**

Scores are reported here as NP of Mean NCE

Grade 2

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
Reading	66	60	67	68	*
Math	78	67	72	60	*
Number of students tested	39	45	49	51	*
Percent of students tested	100	100	100	100	*
Number of students excluded	0	0	0	0	*
Percent of students excluded	0	0	0	0	*
SUBGROUP					
Black Non-Hispanic					
Reading	55	55	58	57	*
Math	57	58	56	44	*
Number of students tested	11	10	11	12	*

*Not tested in this year

Grade 3

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
Reading	61	71	64	74	67
Math	70	71	74	76	69
Number of students tested	39	48	50	53	54
Percent of 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
SUBGROUP SCORES					
Black Non-Hispanic					
Reading	57	58	53	**	53
Math	55	60	62	**	52
Number of students tested	14	13	15	**	9

**Less than 9 students tested.

Grade 4

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
Reading	70	74	81	77	*
Math	79	77	81	73	*
Number of students tested	44	48	54	52	*
Percent of 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
SUBGROUP SCORES					
Black Non-Hispanic					
Reading	59	59	**	54	*
Math	62	64	**	53	*
Number of students tested	11	15	**	14	*

*Not tested in this year

** Less than 9 students tested

Grade 5

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
Reading	81	81	78	81	79
Math	82	75	67	75	75
Number of students tested	42	54	48	51	42
Percent of 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
SUBGROUP SCORES					
Black Non-Hispanic					
Reading	63	62	64	**	**
Math	62	56	50	**	**
Number of students tested	16	11	17	**	**

** Less than 9 students tested

Grade 6

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
Reading	81	75	79	82	*
Math	88	81	88	84	*
Number of students tested	48	43	52	48	*
Percent of students tested	100	100	100	100	*
Number of students excluded	0	0	0	0	*
Percent of students excluded	0	0	0	0	*
SUBGROUP SCORES					
Black Non-Hispanic					
Reading	63	43	**	**	**
Math	67	63	**	**	**
Number of students tested	12	19	**	**	**

*Not tested in this grade

**Less than 9 students tested

Grade 7

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
Reading	73	82	79	80	85
Math	67	79	75	76	75
Number of students tested	37	43	41	50	45
Percent of 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
SUBGROUP SCORES					
Black Non-Hispanic					
Reading	62	64	**	69	**
Math	56	54	**	61	**
Number of students tested	16	9	**	11	**

**Less than 9 students tested