

# 2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

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

Official School Name : Saint Viator High School  
(As it should appear in the official records)

School Mailing Address: 1213 East Oakton Street  
(If address is P.O. Box, also include street address.)

Arlington Heights Illinois 60004-5041  
City State Zip Code+4 (9 digits total)

County Cook State School Code Number\* NA

Telephone ( 847 ) 392-4050 (229) Fax ( 847 ) 392-4101

Web site/URL: www.saintviator.com E-mail: emanno@saintviator.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\* : NA  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: NA

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.

NA Date \_\_\_\_\_  
(Superintendent's Signature)

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

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.

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

1. The school has some configuration that includes 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

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**All data are the most recent year available. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.**

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

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

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	167	132	299
2				10	142	129	271
3				11	131	124	255
4				12	130	134	264
5				Other			
6							

	<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>	1089
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6. Racial/ethnic composition of the school:
- |                   |                                    |
|-------------------|------------------------------------|
| 0                 | % American Indian or Alaska Native |
| 3                 | % Asian or Pacific Islander        |
| 2                 | % Black or African American        |
| 3                 | % Hispanic or Latino               |
| 92                | % White                            |
| <b>100% Total</b> |                                    |

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

7. Student turnover, or mobility rate, during the past year: 1 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	8
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	4
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	12
<b>(4)</b>	Total number of students in the school as of October 1	1071
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.01
<b>(6)</b>	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school:  $\frac{0}{0}$  %  
 Total Number Limited English Proficient

Number of languages represented: 0  
 Specify languages:

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 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: 7 %  
76 Total Number of Students Served

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>3</u> Autism	<u>    </u> Orthopedic Impairment
<u>2</u> Deafness	<u>4</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>57</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>7</u>	<u>0</u>
Classroom teachers	<u>66</u>	<u>5</u>
Special resource teachers/specialists	<u>2</u>	<u>    </u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>25</u>	<u>2</u>
Total number	<u>109</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	98 %	98 %	98 %	98 %	98 %
Teacher turnover rate	6 %	10 %	8 %	14 %	3 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	2 %	1 %	2 %	7 %	10 %

14. *(High Schools Only. Delete if not used.)*

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	<u>280</u>
Enrolled in a 4-year college or university	<u>94</u> %
Enrolled in a community college	<u>4</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>2</u> %
<b>Total</b>	<b>100</b> %

## **PART III - SUMMARY**

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Saint Viator High School was established by the Clerics of St. Viator to continue the Viatorian mission of “proclaiming Jesus Christ and His Gospel and to build communities where faith is lived, deepened and celebrated.” Located in Arlington Heights, IL, Saint Viator High School serves students, both Catholic and other faith traditions, from 96 different grade schools by offering a challenging college preparatory curriculum. Through this curriculum, we emphasize a responsibility to society and the Church. Stressing the dignity and uniqueness of individuals, we challenge students to reach their maximum potential in intellectual, physical, spiritual, and emotional growth. Our graduates actively participate in learning as a life-long process. As members of a Catholic and global community, a Saint Viator graduate will: 1) make moral judgments based on an understanding of Catholic principles; 2) have developed a sense of respect for self and others; 3) will respond to the needs of others with loving service, especially the marginalized of society; 4) be a citizen of the world with a sense of purpose that reflects an international perspective; 5) have mastered the essential concepts and skills of each discipline; 6) accept and respect cultures as they interact with different traditions and values; 7) solve problems collaboratively.

As we prepare each student to enter higher education and a changing world, our curriculum offers Advanced Placement and Honors courses, regular college preparatory courses, and some remediation courses to meet the needs of a variety of student ability levels. Advanced Placement courses can also be taken for college level credit through our collaboration with Saint Mary University in Winona, Minnesota.

In the last three years, significant changes have occurred in our curriculum because the faculty recognized the need to have our students better prepared for college and the challenges they will face in their lives. Advanced Placement courses were added. In addition, courses focusing more on developing a global perspective have been added to our curriculum, and current curriculum has been modified. Last summer we offered an introduction to Mandarin Chinese. Our Scanlan Center exists for students with documented learning disabilities. Sixty-nine percent of our faculty have earned advanced degrees.

The Campus Ministry Program puts the mission of the school into action and truly embodies what it means to be a Viatorian and part of a Catholic community. Through the required 100 hours of service, retreats, liturgical experiences and the weekly Make-A-Change, our students develop a sense of their own character, question and forge their Christian spirituality and values, and get a sense of their place in the world and what impact they can make. Seeking to help each new student become part of the community and a member of our family, we established a LINK program, which plans activities throughout the year where current students team up to help new students adjust to Saint Viator High School. LINK students lead a two-day orientation for incoming students. The first day is centered on “getting to know each other” activities. The second day is a workshop based on the “Seven Habits of High Effective Teens.” Tied into this workshop is our “Always A Lion” program, which chooses a theme that becomes the focus of student behavior for the year. These themes have included effort, commitment, responsibility, and respect. Peer

Mediation actively helps students settle disputes between each other before problems escalate.

In the past three years, we have added a new athletic complex including a gym, track, multi-purpose rooms, classrooms, and a weight room. Six new science labs have been added that are state of the art and serve Physics, Biology and Chemistry students. A new Foreign Language Computer Lab has been opened this year so that foreign language classes can practice their languages and teachers can monitor individual progress. A Math Lab and Writing Lab provide individual assistance to students who need tutoring. A new wireless lab is used for all writing classes.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results**

Saint Viator High School uses national standardized tests to measure student success and improvement. It does not participate in the state assessment system. Before enrolling, all incoming students take the High School Placement Test. Department Chairpersons review the results of this test and students are placed in classes that are academically appropriate for their ability level. In October, all freshmen take the Explore test, all sophomores take the PLAN test, and all juniors take the PSAT test. In addition, 100% of the juniors take the ACT. Only about 20% of the juniors take the SAT.

Test results from the ACT College Entrance Exam place Saint Viator High School in the top ten percent of high schools in the nation in reading and mathematics. Scores on the ACT range from 1-36. Saint Viator has determined that growth is significant when there is an increase of .3 or more. The Class of 2007 earned an average score of 26.2 in reading and 24.3 in mathematics. The Class of 2006 earned an average score of 25.1 in reading and 23.9 in mathematics. Significant increases in these scores may reflect revisions in curriculum that were implemented during the 2004-2005 school year. At that time, a careful review of core skills in reading, writing and mathematics were conducted. Teachers compared existing course goals and skills with state directives, as well as ACT's College Readiness Standards for each of these areas. Curriculum was changed in areas that teachers felt students were not meeting the standards. The following description is taken from the ACT website [www.act.org](http://www.act.org). The ACT is curriculum-based. The ACT is not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what students have learned in high school English, mathematics, and science courses.

On the Explore, PLAN, and ACT, Saint Viator students consistently score above the national and state mean scores. Because these tests are curriculum based, data from these tests is shared with the faculty and contributes to the evaluation of curriculum needs of individual students.

All juniors take the PSAT/National Merit Scholarship Qualifying Test. The following description is taken from the PSAT website at [www.collegeboard](http://www.collegeboard). This test measures critical reading skills, math problem-solving skills, and writing skills. Scores range from 20-80. Scores for students at Saint Viator High School consistently score above average for the skills assessed by the PSAT.

221 students took Advanced Placement examinations last year. 83% of those students scored a three or higher on these exams. This type of information enables us to compare our students to other students involved in similar curriculums and to evaluate curriculum in these courses.

Common semester exams are administered in core courses twice a year. Success of students is then measured based on common skills and subject matter. Thus, the same curriculum is measured in each class. This information is then used to modify curriculum as needed. Students in foreign language classes, take the National Foreign Language Test in their respective languages. Results from these tests consistently place our students above the national average. These tests contribute to the ongoing evaluation of the foreign language curriculum.

Using the combination of results from standardized testing and teacher constructed semester exams enables teachers at Saint Viator to modify curriculum each year to improve classroom instruction. Standardized test results for students at Saint Viator High School indicate that the combination of the

curriculum, instructional methods, ongoing professional development, and efforts for improvement are currently producing high standards.

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

All incoming students take the High School Placement Test (HSPT) to determine student ability and skills mastery for future placement in high school courses. Department chairpersons in English, Mathematics, Science, and Social Studies then place students into appropriate classes. Students who score low on the entrance test are required to take a summer study skills course in an effort to improve their high school performance. The Mathematics and Modern World Languages Departments administer teacher-constructed tests to further determine placement.

Because all of our students take the Explore, PLAN, and ACT, we have recently begun to receive longitudinal data from ACT on the last three graduating classes. PowerPoint presentations are developed reflecting this data and presented to parents, faculty, and the Board. This information is used to evaluate core curriculum and measure whether students are meeting benchmark scores for college readiness determined by ACT. Departments review the data from these studies to measure effectiveness of their curriculum and make adjustments as warranted. In the future, individual student performance on these core tests will be shared with teachers as they make an effort to differentiate their teaching to meet the needs of each student. Since Saint Viator High School is engaged in a continuous process of school improvement, this data will continue to be an integral part of the evaluation of our curriculum. Department chairpersons and counselors, when considering student placement for the next school year, use results from the PSAT and the AP Potential for Success List that is generated by College Board.

Every two years, representative groups of our 10th and 12th graders participate in the Illinois Youth Survey. This survey helps us to monitor the success of our decision-making education and to monitor student attitudes and opinions towards school learning and life experiences. In the spring of 2008, a representative group of our 17-year-old students will participate in the National Assessment of Educational Progress (NAEP). It is expected that this data will help determine how our students compare to other students in the nation. The data from this assessment will be included in the evaluation of curriculum for the 2008-2009 school year.

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

Results of the High School Placement test are mailed home to parents who then meet with an administrator or counselor to review results and plan a course of study for their student. Results of this test are also shared with the grade school of each student. The school communicates with parents and guardians to monitor student performance online. Parents are given a password that allows them to view student performance in each academic subject via the WEB. Grades are reported in percentiles (69% = failure) and are posted to the transcript at the end of each semester. Part of this WEB program allows parents to view student discipline notices, transcripts, attendance, graduation requirements, and completed service hours. Parents can communicate concerns about their student's performance to teachers via the email link on each student's WEB page. Parent conferences are held at the end of the first quarter each year.

Counselors meet with students to review the results of standardized testing. Counselors use this data to assist students in choosing classes for the next school year, determine educational and career goals, and college planning. Counselors also hold parent meetings after test results are received to help parents understand the test results so that parents can help their students make good choices in the future.

The school prepares a school profile that is used to communicate our successes with colleges, parents, incoming students, and the community. ACT scores,

AP test scores, National Merit Finalist, Semi-finalist, and Commended Scholars, college destinations, merit scholarships earned by graduates, and National Honors Societies are identified. This information is also presented in various school publications and press releases. The achievements of the members of our graduating class are profiled each year in the local newspaper before graduation.

The school maintains a website, [www.saintviator.com](http://www.saintviator.com), where student activities and accomplishments are highlighted and celebrated.

#### 4. Sharing Success:

Saint Viator High School success is communicated in a variety of ways. First, a member of the administration meets monthly with grade school principals. At these meetings, the administrator reviews the High School Placement Test Results, recognizes the achievements of our students from these grade schools, and plans exchange programs between the grade schools and our high school. Grade school students attend benefit performances of our annual musical each year. Currently our students return to grade schools with community police officers to encourage students not to become involved in drugs and participate in the “Too Good for Drugs” programs. Administrators and students frequently attend special events at our feeder schools to either participate in an event or give a performance/presentation.

Every two years, the principal and department chairpersons host a curriculum update luncheon for the principal and 8<sup>th</sup> grade teachers. At this luncheon, the department chairs present the curriculum for their department, discuss expectations and placement of the 8<sup>th</sup> grade students, and seek input and feedback on our programs.

Monthly diocesan principal meetings are held where current trends in education are discussed. Bi-annual meetings are held with all archdiocesan principals and presidents in attendance; sharing of programs and achievements are the focus of these meetings. Many of our faculty have presented at various conferences on topics ranging from Technology in the Classroom to SmartBoards in Math Class. Each year we host college students completing observation hours and as student teachers.

Recently we began a mandatory drug testing policy for all students in order to insure a safe environment for our students to learn. The President and principal have spoken to numerous populations concerning the success of this program, including CNN and local press outlets.

## PART V – CURRICULUM AND INSTRUCTION

### 1. Curriculum

At Saint Viator High School, the faculty and staff create a learning community where all ability levels are challenged, supported, and affirmed. It is within the context of a classic, liberal arts approach that we teach. Our college preparatory curriculum, based in Catholic values, empowers students to become lifelong learners making sound choices in a changing world. Each graduate must earn a minimum of twenty-two credits. Honors, Advanced Placements, and College Preparatory levels are offered to meet the needs of our students. Each course in the curriculum presents opportunities to develop skills in critical thinking, analysis, and decision-making.

**Religious Studies:** Three and a half credits are required. Courses include faith development, decision-making, Scripture, Roman Catholic Church history, ethics, and morality. Religions of the World focuses on developing an understanding of other religions and their contributions to humanity’s religious understanding and spirituality.

**English:** Four credits are required. Students study various genres using anthologies and complete texts by major authors. All English courses focus on vocabulary development, writing, research skills, critical reading skills, literary analysis, and speech skills.

**Social Studies:** Three credits are required. Students are required to take World History, US History, and one additional credit from electives including, Global Economics, Geography, Urban Studies, and AP

courses in European History, and Comparative Governments. Writing, Cornell note taking, research, and critical thinking skills are emphasized throughout the curriculum. In an effort to develop graduates as independent learners, all students complete an independent study in order to pass the state and federal constitution tests.

**Mathematics:** Three credits are required; most take a fourth credit. Students placed into the honors program complete AP Calculus. Students demonstrating weaker math skills take Algebra I over two years and graduate completing Algebra II. Most students will start with Algebra I and complete through Algebra II-Trigonometry. A semester elective in Statistics will be offered for students next year.

**Science:** Three credits are required; most students take four. All students complete Biology, Chemistry, and Physics; three levels of ability courses are offered in each of these areas. Students may choose from a variety of electives after they complete these core courses.

**Modern World Languages:** Two credits are required. Courses through the AP level are offered in Spanish, French, Italian and German. 326 juniors and seniors are enrolled in a third or higher level of a modern world language this year. The foreign language curriculum meets the requirements of the NCLB-BRS program.

**Fine Arts:** A half credit is required. The fine arts curriculum seeks to develop an appreciation of humanity through the arts. A variety of courses are offered, including Art Foundations, Oil Painting, Theatre I, Stagecraft, Chorus, Concert Band, and Jazz Band.

**Health and Physical Education:** Two credits are required. Drug/alcohol abuse, infectious diseases, smoking, nutrition and weight control, and other current health issues are discussed in the Health curriculum. The physical education curriculum challenges students to adopt a lifestyle that promotes health and fitness. A PE Leaders course is offered to develop leadership skills.

**Computer Technology:** A half credit is required. Students may choose from a variety of courses. The focus in each of the technology classes is to develop practical skills that use the computer as a tool for use in life.

**Learning Strategies:** Our Scanlan Center offers three yearlong courses for students with an IEP or 504 Plans. The curriculum focuses on developing strategies among these students to enable them to meet with success in the mainstream curriculum and become independent self-advocates.

**Service Requirement:** 100 hours of Christian service are required. Christian Service complements the school's curriculum by providing experiences that assist students in recognizing the broader perspective of community and their unique roles in building a Christian community. Students are required to complete hours in three areas: serving the marginalized, Christian community/parish, and the civic community.

## 2. English

The English department focuses on providing students with opportunities to become successful readers, effective communicators, and critical thinkers. In order to meet the ability level and needs of students, they are placed into one of three placements based on their scores on the placement test - Honors, College Prep, or Interdisciplinary English/World History. The development of effective writing skills is part of each course. An interdisciplinary English 9/World History is offered for students with learning disabilities and low reading skills. This course has been successful in improving the reading abilities of these students and reducing the number of failures previously experienced in these courses. It prepares them to meet the demands of the remaining requirements of both departments, as these students are mainstreamed in later years. Summer reading assignments are required in all levels of English and in social studies. Currently each class begins the year with a unit that focuses on how to read textbooks in the various disciplines. The development of effective writing skills is part of the English curriculum. Using the 6 + 1 Traits model for teaching writing, our program stresses content, organization, voice, word choice, sentence fluency, conventions, and presentation. Outcomes for the writing program in English during first year are based on the ability level of the students in the class; outcomes range from writing a paragraph to a five-paragraph essay. Writing portfolios are used in the English department to track the progress of each student. These writing portfolios help teachers to differentiate writing programs for each student; every

student writes a critical analysis paper and research paper by the end of junior year. Other disciplines require frequent writing assignments, including research papers and journals, as part of their curriculum. Rubrics for evaluating writing based on this program are used by other disciplines for writing assignments. All departments use a required handbook for writing research papers that uses the MLA method.

### **3. Additional Curriculum Area**

Believing that our mission is to provide a college preparatory curriculum for all ability level students, the Scott R. Scanlan Center was established in 1993. This program has grown from tutoring low ability students to a special education program that provides assistance to faculty and students with diagnosed learning disabilities and/or attention deficit disorder. Students with diagnosed learning disabilities and/or ADD and their parents attend a special registration conference with the Director of the Scanlan Center. The Scanlan program is explained and the disability is reviewed. The student is required to attend summer Study Skills in order to help them adjust to the demands of high school curriculum. The school year begins with staffings (which include parents, teachers, counselor, student, and the Director of the Scanlan Center) for each student enrolled in the program. The purpose of these staffings is to share a summary of the student's learning differences, results of the psycho-educational testing, a history of the student's academic experiences, and review the IEP or 504 Plan. Appropriate classroom modifications and accommodations are discussed; these might include a multi-sensory approach to instruction, guided reading, study guides, extended time for tests, test read, note-buddies, and modified assignments. The Scanlan teachers act as a resource for faculty, students, and parents as these modifications are implemented. From freshmen through junior year, Scanlan students are enrolled in Learning Strategies I through III, which meet one period each day. Students receive instruction in topics to promote school success, including time management, self-advocacy, listening skills, note taking, writing and reading skills, and problem solving. Students also work on material from their content areas. Staff is available to answer questions, reinforce concepts, re-teach material, and help with editing, etc. The Scanlan staff includes two Special Education Teachers and two teacher's aides. One of these aides coordinates the school-wide testing accommodation program. Last year, one of our students with special needs achieved a perfect score of 36 on the ACT. All of the Scanlan students successfully enrolled in a college or university program last year.

### **4. Instructional Methods**

In addition to traditional lecture and discussion, teachers at Saint Viator High School vary their strategies to meet the needs of the various ability levels of students within their classrooms and to challenge all students to reach their potential. Every classroom is equipped with an LCD projector that teachers use in innovative ways to improve student learning. Teachers use PowerPoint to outline their lectures. United Streaming allows all departments to access videos relevant to their subject almost as quickly as a student may pose a question. SmartBoards are present in eight mathematics classrooms and two physics lab. To improve math instruction, teachers use TI Smart view. Some math teachers, using the SmartBoards post an entire day's lesson on their WEB page. Mathematics textbooks are available to students online. This year we opened a digital language lab that is used to tutor students in world languages. Once a week, language teachers bring their classes to the lab so students may practice their language skills and receive quick individual feedback from their teacher. College writing and AP Language and Composition are taught in a wireless lab giving students the ability to access the Internet as needed for their writing. The use of technology has enthusiastically engaged students in the learning process. Teachers adjust instructional strategies as needed. Teachers strive to link the past to the present and make curriculum relevant to students. Discussions in classrooms focus on moving students from the concrete level to the abstract; and seek to teach students to draw conclusions and to think beyond the box.

Field trips are encouraged and supported as a means of learning. Whether attending a Shakespearean play or taking a boat tour to learn about Chicago architecture, teachers use the resources of Chicago as an extension of the learning process. Group and individual projects, panel presentations, speeches, research projects, and independent learning projects are used to help students become collaborative and independent learners.

## 5. Professional Development

The professional development program of Saint Viator High School is multi-faceted and encourages faculty to be life long learners who seek to improve their skills. Faculty are expected to identify twelve hours of professional development each year – 4 hours in spiritual development, 4 hours related to their discipline or improving their teaching strategies and 4 hours in an area of choice. All faculty and staff attend a retreat day in September and some participate in the various service projects offered by Campus Ministry. Technology workshops are offered for faculty throughout the year to help them update their skills. Faculty who have not completed a Master’s program are encouraged to do so as soon as possible; \$1000 reimbursement is provided for master level courses taken by teachers. Faculty members are certified by the State of Illinois. AP teachers attend an AP workshop each year. Last year, 70% of the faculty attended professionally conducted workshops related to teaching or curricular areas. These workshops are paid from the general school budget. Mentors are assigned to new faculty members; as part of the mentoring program, new faculty meet once a month with the Principal and director of the mentoring program. Four institute days are held each year, two at the start of the year and one each semester. The October institute was divided into two parts. Part one focused on faculty members developing a new profile of the Saint Viator graduate. The second half was spent viewing a video on Differentiated Instruction followed by a faculty discussion on the merits of using differentiated instruction. The faculty is encouraged to join and to become leaders in professional organizations. Members of the faculty are invested in being current in their field of expertise, modeling a spiritual life, and learning effective instructional strategies that benefits student achievement.

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

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*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. Delete if not used.*

1. Private school association(s): Archdiocesan Principal’s Association, National Catholic Education Association, Association Supervision and Curriculum Development, North Central Association Commission on Accreditation and School Improvement (NCA CASI), National Association of Secondary School Principals

(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 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
\$ _____	\$ _____	\$ _____	\$ 9400	\$ 9400	\$ 9400
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
\$ 9400	\$ _____				
12 <sup>th</sup>	Other				

- |  |                 |
|--|-----------------|
| 4. What is the educational cost per student?<br>(School budget divided by enrollment)                  | <u>\$10,936</u> |
| 5. What is the average financial aid per student?  | <u>\$3,919</u>  |
| 6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? | <u>7</u> %      |
| 7. What percentage of the student body receives scholarship assistance, including tuition reduction?   | <u>18</u> %     |

**ASSESSMENT RESULTS  
SAINT VIATOR HIGH SCHOOL**

ACT  
2006-2007  
American College Testing

Scores are reported as percentiles.

	2007	2006	2005	2004	2003
Testing month	Various	Various	Various	Various	Various
<b>Grade 12 ACT</b>					
Reading	26.2	25.1	24.0	24.9	23.9
Mathematics	24.3	23.9	23.5	24.1	23.4
Number of students tested	271	250	233	226	223
Percent of total students tested	100%	100%	100%	100%	100%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%
<b>Grade 11 PSAT</b>	October	October	October	October	October
Reading (VERBAL)	51.3	50.1	48.9	51.2	50.8
Mathematics	51.7	51.6	49.1	51.3	50.3
Number of students tested	272	255	236	234	259
Percent of total students tested	100%	100%	100%	100%	100%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%
<b>Grade 10 PLAN</b>	October	October	October	October	October
Reading	20.6	20.5	20.1	20.1	19.8
Mathematics	19.9	20.1	20.2	20.2	19.7
Number of students tested	249	236	276	256	250
Percent of total students tested	100%	100%	100	100%	100%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%
<b>Grade X</b>					
Reading					
Mathematics					
Number of students tested					
Percent of total students tested					
Number alternatively assessed					
Percent alternatively assessed					