

# 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 Dr. David J. Peters  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 16701 S Street  
(If address is P.O. Box, also include street address.)

Omaha NE 68135-2309  
City State Zip Code+4 (9 digits total)

County Douglas State School Code Number\* 28-0708

Telephone ( 402 ) 896-0754 Fax ( 402 ) 861-4640

Web site/URL www.stephen.org/school E-mail d.peters@stephen.org

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

\_\_\_\_\_  
(Principal's Signature) Date November 21, 2007

Name of Superintendent\* Rev. James Gilg  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Omaha Tel. (402) 554-8493

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 November 21, 2007

Name of School Board President/Chairperson Mr. Dan Radicia  
(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 November 21, 2007

*\*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: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ N/A \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ N/A \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_ N/A \_\_\_\_\_

**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. \_\_\_\_\_ 9 \_\_\_\_\_ 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	72	45	117	7	39	37	76
K	46	50	96	8	38	38	76
1	45	45	90	9			
2	53	43	96	10			
3	47	45	92	11			
4	45	45	90	12			
5	35	57	92	Other			
6	46	35	81				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>906</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian or Pacific Islander  
1 % Black or African American  
1 % Hispanic or Latino  
97 % White  
**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: 1 %

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	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	906
(5)	Total transferred students in row (3) divided by total students in row (4)	.0088
(6)	Amount in row (5) multiplied by 100	.88

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 0  
Specify languages:

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 5

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: 4 %  
35 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>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>7</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </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>1</u>	<u>    </u>
Classroom teachers	<u>34</u>	<u>2</u>
Special resource teachers/specialists	<u>3</u>	<u>    </u>
Paraprofessionals	<u>6</u>	<u>19</u>
Support staff	<u>2</u>	<u>    </u>
Total number	<u>46</u>	<u>21</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 26:1
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	99 %	99 %	99 %	99 %	99 %
Daily teacher attendance	95 %	95 %	95 %	95 %	95 %
Teacher turnover rate	5 %	5 %	5 %	5 %	5 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %				

## PART III - SUMMARY

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St. Stephen the Martyr School was established in 1992 in a growing suburban area of Omaha, Nebraska. The school opened with an enrollment of 173 students in the preschool through fifth grades. St. Stephen the Martyr School currently has the highest enrollment of any Catholic or private elementary school in the state of Nebraska with over 900 students in pre-kindergarten through eighth grade.

The mission of St. Stephen the Martyr School is to promote academic excellence of all students, lead students to develop their God-given gifts and talents, and to challenge these students to live the teachings of Jesus Christ.

The faculty and staff consists of one administrator, thirty-nine teachers; fourteen of which hold masters degrees, three school counselors, twenty-five paraprofessionals, one secretary and one administrative assistant.

Tuition accounts for fifty-five percent of the operating budget of the school. Money from other parish subsidies account for the remaining balance. Economic diversity of families includes one percent on free and reduced lunch and twenty students receiving tuition grants from the Children's Scholarship Fund.

Parental commitment to the Home and School Association is evident with their organized efforts. Their annual Walk-A-Thon fundraiser raises approximately fifty thousand dollars. Also to their credit, last year St. Stephen the Martyr School was first in the state of Nebraska for participation in the *General Mills Box Tops for Education* fundraiser. These funds have been used to enhance the technology opportunities for the students with the purchase of a mobile computer lab of thirty-five iBooks and updates to the Computer Lab.

Student accountability, responsibility and dedication are evident in their performances on the Archdiocesan of Omaha criterion reference assessments and on the Iowa Test of Basic Skills. In the fall of 2007, the composite scores in percentile rank of the national school norms for grades third through eighth were 93 percentile or higher. Many graduates go on to be valedictorians or salutatorians of their respective high school classes. Students in the seventh grade who earn ITBS scores above the 95<sup>th</sup> percentile are eligible to participate in the Duke University Talent Identification Program. Last year almost seventy percent of the seventh grade class was eligible.

There are many opportunities for students to participate in activities that go beyond the core academics and class work. In the past four years two students went on to national competitions representing the state of Nebraska. An eighth grade student went to Washington, D.C. in 2003 to participate in the *National Geographic Geography Bee* and in 2007 an eighth grade student went to Orlando, Florida for the *Readers Digest Vocabulary Contest-National Word Power Challenge*. Additionally, students in the middle school participate in activities such as; Student Council, Math Club, Drama Club, Yearbook Club, Quiz Bowl Teams, Science Olympics, Speech Team, and organized sports.

St. Stephen the Martyr School offers two additional programs that meet the demographic needs of the parents; the pre-kindergarten program and the extended care program. Both provide a safe, secure and known environment for students.

Field trips are very important to the students' experiences at St. Stephen the Martyr School. During the year students visit local historically significant sites, attend art and music programs, experience museums and plays. Some highlights are a trip to the state capital in fourth grade, Outdoor Education in sixth grade, the seventh grade travels to Kansas City to participate in the Science City Museum workshops, and the eighth grade class spends four days in Washington, D.C.

Students fulfill the school's mission by generously giving of their time and talents. Their strong devotion to the Catholic Christian faith is illustrated in events such as food collections, participation in the America Heart Association's *Jump Rope for Heart*, to contributions sent to tsunami and hurricane relief victims. Recently their donation of items to the local Humane Society was the largest single donation of gifts ever received by that organization. The student council has formed a relationship with an elementary school in Uganda. They are pen pals and organize the collections of funds and items that will assist this school in fulfilling its mission.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

The Iowa Test of Basic Skills is given to all students in the second through eighth grades each year. Generally these standardized exams are given in the fall of the year, usually the last week of September. All of the students in these respective grades are tested by this instrument. Even students that have IEP (Individual Educational Plans) take these tests. Their scores, along with their classmates, are combined in the school results. Therefore, the building summary report from Riverside Publishing, the publishers of the Iowa Test of Basic Skills, is a complete picture of all students. In the most current year tested, the fall of 2007, the students performed very well. The scores, as reported as percentile rank of the National School Norms, are the following: in the area of reading (this area has two sub-test areas: vocabulary and comprehension) St. Stephen the Martyr School, when compared to other schools, performed at the following level: in second grade the students scored at the 93<sup>rd</sup> percentile level (99<sup>th</sup> percentile is the highest), third grade the students scored at the 94<sup>th</sup> percentile, fourth grade the students scored in the 91<sup>st</sup> percentile, fifth grade the students scored in the 96<sup>th</sup> percentile, sixth grade the students scored in the 95<sup>th</sup> percentile, seventh grade the students scored in the 93<sup>rd</sup> percentile and in the eighth grade the students scored at the 96<sup>th</sup> percentile. In the area of mathematics (with sub-test areas of concepts and estimations, problem solving, data interpretation and computation) St. Stephen the Martyr School, when compared to other schools, performed at the following levels: in second grade the students scored at the 87<sup>th</sup> percentile, in third grade the students scored at the 95<sup>th</sup> percentile, in the fourth grade the students scored at the 93<sup>rd</sup> percentile, in the fifth grade the students scored at the 91<sup>st</sup> percentile, in the sixth grade the students scored at the 98<sup>th</sup> percentile, in the seventh grade the students scored at the 90<sup>th</sup> percentile and in the eighth grade the students scored at the 99<sup>th</sup> percentile.

The Iowa Test of Basic Skills gives grade equivalency results, to specify where St. Stephen the Martyr School students function, give a good indication of their performance levels. In the fall 2007 scores, all the grades tested showed grade equivalencies above their respective grades. In second grade the reading total was 2.9 (second grade, ninth month) and the math total was 2.5. In third grade the reading total was 4.3 (fourth grade, third month) and the math total was 4.1. In fourth grade the reading total was 5.4 (fifth grade, fourth month) and the math total was 5.3. In fifth grade the reading total was 7.0 (seventh grade) and the math total was 6.6. In sixth grade the reading total was 8.2 (eighth grade, second month) and the math total was 8.5. In seventh grade the reading total was 9.4 (ninth grade, fourth month) and the math total was 9.4. In eighth grade the reading total was 11.9 (eleventh grade, ninth month) and the math total was 13.0+.

In reviewing these scores St. Stephen the Martyr School appears to be achieving, in both the areas of mathematics and reading, well above the 50<sup>th</sup> percentile and well above their respective grade equivalent. Both the reading and mathematics areas are strong. The students show strong skills in the important areas of vocabulary and reading comprehension. The students also show strong skills in the mathematics subtest areas of concepts and estimations, problem solving, data interpretation and in the area of computation.

Overall the composite scores, a combined score for all testing areas on the ITBS: reading, language arts, mathematics, science, social studies, sources of information, etc., for each respective grade ranged from the 93<sup>rd</sup> percentile to 99<sup>th</sup> percentile. These results are based upon the National School Norms.

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

The results of the Iowa Test of Basic Skills are used by the teaching staff to emphasize necessary skills for students, to challenge students that need additional concepts, and to supplement or enhance instruction for students that may be struggling in certain areas. The faculty looks at the results of their individual students, the students they have had the previous year (or years) and also analyze the building results. They are able to share information on the individual student performances with each

other and with the resource and counseling staff. The resource teachers are able to work with the classroom teachers that have students within their classroom that are on IEP (Individual Education Programs). Many times an inclusive approach is used by these teachers. Students in the middle school may spend their study hall time with the resource teacher in getting assistance with weak areas. The goal is to enhance, refine and facilitate learning for all students, no matter what their learning style may be.

With the results of these standardized assessments the teachers attempt to try differentiated approaches with students of different learning styles. Examples of this may be group projects, small group work, various assessment tools, direct instruction, use of technology and layered curriculum. Results from the Iowa Test of Basic Skills assist the school's continuous improvement team. They will use the results to foster school-wide goals on instructional improvements.

Students are also placed in math enrichment or math reinforcement groups as a result of these assessments. While these assessments are not the sole means of ability group placement, they are a factor. Students may be placed in independent study groups. This year there are three eighth grade students who will have completed a ninth grade Algebra I class and a tenth grade Geometry I class by the time they graduate in the spring.

Writing skills are enhanced by analyzing these assessment scores. Using the results of the language arts section of the Iowa Test of Basic Skills, along with the Archdiocese of Omaha criteria reference assessments, student's performance on reading and writing is challenged. Rubrics for writing assignments, based upon the six trait model, enable teachers to score and increase student performance. Criterion reference assessments, established by the Archdiocese of Omaha, will be given this year in the areas of religion, mathematics, language arts, science and social studies. These assessments will enable teachers to see achievement in the various subject areas.

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

The results of these assessment instruments are shared with parents at parent-teacher conferences. Teachers meet with parents and dialogue with them about their individual child's results. Each parent, in the second through eighth grades, receives a copy of the student's personal profile scoring sheet for the Iowa Test of Basic Skills. The parent is able to see the number of items the student attempted, their score and how they perform compared to students that take the ITBS instrument throughout the United States.

School-wide scores are shared with parents and the community through the bi-monthly newsletter, *The Martyr Messenger*. ITBS scores are shared, illustrating how students do compared to schools throughout the country. Along with the scores, an explanation on how the scores should be interpreted is supplied. The complete scores are shared with the school's Board of Education. Members of the Board of Education are given a complete breakdown of scores-showing the current year's results and all subsequent years. These results are given as percentiles, grade equivalents and stanines. Scores are shared with the Omaha Archdiocese Catholic School Office, so a complete breakdown of scores in the entire school system can be maintained.

Parents, the parish community, the Board of Education and the Catholic School Office are also presented with school results on criterion reference assessments that relate to the school's curriculum and the Archdiocese of Omaha Catholic School Office curriculum guides. These assessments are given, at specific grades, throughout the school year. Letters explaining the assessments tasks, along with the appropriate scoring rubrics, are given to parents and students. Students know what is being asked of them and how their individual performance will be assessed. Results of these assessments have a direct impact with the goals of the continuous improvement plan.

### **4. Sharing Success:**

St. Stephen the Martyr School utilizes several means to communicate its successes. There are several parish and school publications that share the story with the general school and parish communities. The success stories of student achievements (for example: placing in local math

competitions; Mathcounts, Central Math competition, Archdiocesan Math contests; the district Spelling Bee, National Geographic Geography Bee, Quiz Bowls, Science Olympics, Readers Digest Word Challenge, Destination Imagination, winners of local art contests, etc.) are published in the bi-monthly newsletter; *The Martyr Messenger*, the weekly parish bulletin, the school website and quarterly in the parish newsletter. On the metropolitan front students have been recognized for winning competitions and prizes in the local newspaper, *The Omaha World Herald*, the local Catholic newspaper, *The Catholic Voice* and in a suburban publication, *The West Omaha Connection*.

The faculty meets twice a month and have attended many local workshops and in-services. Several of the teachers have given presentations at local conferences. At the most recent Catholic School Fall Conference teachers presented on differentiation and classroom instruction, social studies curriculum topics and the Catholic School Office language arts curriculum. Teachers have served on the Archdiocesan writing team for various curriculum guides such as in language arts and social studies.

Several faculty staff members have written articles for the National Catholic Educational Association *Best Practices* periodical. These articles, about practical classroom strategies, have been written and published. Hundreds of schools and teachers receive *Best Practices* and the school, and teacher's contact name, is listed in the by-lines.

Many of the teachers attend local meetings with teachers in that same discipline or subject area: counselors, kindergarten and preschool teachers, language arts teachers, physical education teachers, have met in formal and informal sessions to share ideas and expertise.

Student work is showcased within the community by hosting the annual Author, Science and History Fair. Middle school students do time-consuming, thoughtful and well researched projects. A night is set aside where families and members of the community are invited into the building to share these projects with them. Students are able to discuss, explain and teach fellow students and community members about the topics they have chosen.

## PART V – CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

St. Stephen the Martyr School fulfills both the Nebraska Department of Education and the Omaha Archdiocesan Catholic School Office curriculum standards. These curriculum standards guide the framework in which each teacher maintains in their daily lesson plans. These standards foster a perception and sensitivity to multi-cultural and gender issues.

The curriculum at St. Stephen the Martyr School consists of the following areas: religion, English/grammar, writing, reading/literature, handwriting/penmanship, spelling/vocabulary, science, mathematics, physical education and health, computers/technology, library/media, music, fine art, social studies, and Spanish.

The religion curriculum is foundational to the mission and philosophy of the school. The teachers strive to teach church doctrine and offer experiences to the students that foster the Catholic Church's message of morality and faith, encourage service, cultivate community, and promote worship and prayer.

The language arts curriculum (English/grammar, writing, reading/literature, handwriting/penmanship, and spelling/vocabulary) establishes a strong foundation in conventional grammar and writing skills. An emphasis on phonics, spelling and vocabulary in the primary grades is at the core of this curriculum. The goal is to produce students who are well equipped with the essentials of solid communication skills. Comprehension, along with fluency, is the goal of the reading/literature curriculum. Drawing inferences, being able to compare and contrast items, think critically, sequence and draw conclusions are all components of the reading/literature program.

The science curriculum fosters the discovery method of exploring our world. Students participate in hands-on experiments and lab work. The scientific method is utilized in-depth throughout the

school and most specifically in the middle school. Field trips (Outdoor Education, Water Education Classes, Science City, etc.) are used to enhance the students' inquiry and appreciation of the world.

The comprehensive and challenging mathematics curriculum prepares students for life in an ever changing global society. Students are challenged by problems at their individual skill level. This prepares them for the next course. Ability grouping in the upper grades allows for more enhanced math instruction. Accelerated math students in the middle school are on an independent study track, allowing some of them to complete both high school Algebra I and Geometry I.

The social studies curriculum emphasizes two major components: history and geography. The goal is to make students globally aware in a world that is shrinking. The curriculum emphasizes the understanding of the past, social justice, ecological awareness and global interrelatedness. Students realize their role as a responsible citizen.

Computer and technology education is taught in the kindergarten through eighth grades. Students learn to integrate technology; they learn proper key-boarding skills, how to access websites, how to create files and organize information. They are also taught the proper moral and ethical principles in using the internet for their own safety, safety of others and as members of a greater world community.

Physical education and the health curriculum allow for students to participate, in a holistic manner, not just in school, but at home, how to live right, eat right and exercise. Nebraska wellness policies allow for students to integrate fit choices with sound living. Making wise food choices and exercise regiments develops the basis for a healthy lifestyle.

Library/media exposes the students to good, sound literature and non-fiction writings. Library research time is devoted to building solid and ethical research skills that enable students to concentrate on given projects and papers.

The Spanish curriculum allows students a gradual exposure to this world language. The curriculum is based upon a multi-sensory approach. The utilization of various mediums stimulates the student's interest and retention. Spanish is taught in all grade levels. The students in the primary grades have Spanish once a week. Each week the middle school students have two full periods of Spanish.

The fine arts curriculum consists of music and art. These experiences instill an appreciation, by application, of the various forms of art and music production. Students learn about historically significant artists, art movements, different cultures and various periods of art. The students demonstrate their music competency through a variety of choral experiences and the use of various instruments.

## **2. (Elementary Schools) Reading:**

The reading curriculum at St. Stephen the Martyr School relies on a solid foundation of phonics, spelling and vocabulary in the primary grades. Students build a solid foundation, with a focus on reading fluency and comprehension. As students mature through the grades they are expected to use higher level skills in assessing what they read. Being able to make inferences and predictions is very important. The students are exposed to a variety of literature. The use of small group books, larger anthologies, chapter books and literature circles are all means to accomplish this.

This program was decided upon for several reasons. Primarily it was the heavy reliance and integration of the phonics, spelling and reading components. The second reason, and one just as important, was the ability for the teacher to assign reading books at various student skill levels. Reading texts are available to students that are on level, below level, and at a challenge level. This allows the teacher to assign small reading books based upon the individual student's skill level. These leveled readers have enabled the students to proceed at a pace that is both challenging and effective.

In the middle school the students are assigned work in literature circles. In the sixth grade they research an author for the annual Author Fair. On this day the students, in pairs or singularly, produce a written report on an author. They have examples of the author's work and the student illustrates and creates a back board (much like one would see with a Science Fair project). The student may also dress like the author or some famous creation of that said author.

### **3. Additional Curriculum Area: Technology/Computer Curriculum:**

We now live in an age where access to information, much more than our brains can hold, is at our fingertips. Processing and presenting information in coherent, creative and efficient ways is now an essential piece to a student's education. Student assignments are no longer just on paper: photos, movies, and other multimedia venues are essential to expressing ideas.

St. Stephen the Martyr students are taught to use two major platforms; Macintosh iBooks and PC-IBM compatible computers. The curriculum is experiential; learning occurs through projects. In the primary grades students learn how to navigate a computer. They understand how to create, save, and open new files. Learning to search the web through the use of specific addresses and smaller projects lay the groundwork for more advanced assignments.

Intermediate and middle school students are assigned more advanced projects. Higher level application skills, including but not limited to the following areas take place: word processing, key boarding skills, excel spreadsheets, power point presentations, publishing, photo and movie editing, and creating a web page.

With the school mission of *challenging students to live the teachings of Jesus Christ*, instruction in technology application means educating the students on the proper ethical and moral uses of the computer. Safety for themselves and others is paramount. Proper presentation of the students in a public venue is crucial. Research skills are taught; essentially respecting the writings and research of others by avoiding plagiarism. The students are part of a greater global world and the computer technology is their connection to it.

### **4. Instructional Methods:**

Instructional methods are always diverse because of the many different learning styles exhibited by the students. Teachers use a variety of methods during the course of the school day and across the various subject areas and curriculums that they teach. It is not uncommon to see lecture, small group lessons, large group lessons, independent and group projects, cooperative learning, differentiated approaches, visual, technology enhanced, auditory, hands-on and discovery methods each day. The goal of the varied approaches is to meet the needs of the kinesthetic, visual, auditory and tactile learners. There is a strong support network within the school where teachers assist each other in exploring better, more enhanced and varied lessons.

Departmentalization takes place starting in the fourth grade. This allows teachers to teach the same curriculum to the entire grade ensuring accountability for curriculum augmentation. Classrooms are equipped with mounted televisions combined with DVD/VCR players. This equipment is connected to the internet which teachers can use as tools to enhance lessons. A mobile lab of 32 iBooks may be utilized by all teachers. These computers on wheels (COWS) capture the attention of students and generate high interest.

Methods are a means to an end. All students have the opportunity to interact with younger and older grade levels in specific reading activities, math lessons, art projects and religious activities. Nothing can teach a child better than the teaching process itself; both the older and younger students gain from these experiences. The end, as the mission statement states, is to lead students in developing their God-given talents and gifts.

### **5. Professional Development:**

There are two independent means of staff development at St. Stephen the Martyr School. Since the school has numerous teachers teaching a variety of subjects to students in a pre-kindergarten through eighth grade setting there are specific needs that each teacher may have for their own personal growth. Each teacher maintains individual goals and a commitment to attending workshops, courses and classes in their specific discipline or grade level. Their course of study each year is unique to them. Their attendance at these various classes and courses are recorded and kept in their personnel file.

The second means is through a school-wide staff development effort. This effort is tied to the school's continuous improvement plan. Guest speakers and giving the teachers time to attend presentations have proven to be successful. The ultimate goal of staff development is to enhance the teacher's approaches that lead to higher student achievements. Over the past few years there has been an increase in the ITBS scores in the areas of mathematics and language arts.

The staff development team establishes the means to realize schools goals. Guest speakers on differentiation and layered curriculum, use of technology in the classroom, classroom organization and textbook selection, are planned for this school year alone. There are also annual staff development workshops on Catholic Church faith development, CPR/first aid, safe and secure schools, as well as on-going procedural matters within the school.

Recently the school staff development team formulated a website to assist the teachers in accessing information that will make them better teachers. This web site was designed by teachers for teachers to support in sharing their ideas amongst themselves.

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

\$ <u>1875</u>	\$ <u>1875</u>	\$ <u>1875</u>	\$ <u>1875</u>	\$ <u>1875</u>	\$ <u>1875</u>
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
\$ <u>1875</u>	\$ <u>1875</u>	\$ <u>1875</u>	\$ _____	\$ _____	\$ _____
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
\$ _____	\$ _____				
12 <sup>th</sup>	Other				
  
4. What is the educational cost per student? \$3600.00  
(School budget divided by enrollment)
  
5. What is the average financial aid per student? \$ 50.00
  
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1 %
  
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 4 %

# PART VII - ASSESSMENT RESULTS

Subject Reading and Math Grade 2-8 Test Iowa Test of Basic Skills

Edition/Publication Year 2001-2002 Publisher The Riverside Publishing Company

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

## St. Stephen the Martyr School

### Iowa Test of Basic Skills

### Form A, 2000

### Riverside Publishing

Scores are reported as percentile rank of national student norms.

	2007	2006	2005	2004	2003
Testing month	September	September	September	September	September
<b>Grade 8</b>					
Reading	81	77	75	70	77
Mathematics	84	76	77	69	75
Number of students tested	76	83	74	69	55
Percent of total students tested	100	100	100	100	100
Number of alternatively assessed	0	0	0	0	0
Percent of alternatively assessed	0	0	0	0	0
<b>Grade 7</b>					
Reading	77	83	76	78	73
Mathematics	74	82	76	75	62
Number of students tested	76	78	84	76	69
Percent of total students tested	100	100	100	100	100
Number of alternatively assessed	0	0	0	0	0
Percent of alternatively assessed	0	0	0	0	0
<b>Grade 6</b>					
Reading	79	72	77	67	75
Mathematics	80	77	83	74	76
Number of students tested	81	77	85	83	84
Percent of total students tested	100	100	100	100	100
Number of alternatively assessed	0	0	0	0	0
Percent of alternatively assessed	0	0	0	0	0
<b>Grade 5</b>					
Reading	81	84	79	84	77
Mathematics	75	79	79	80	71
Number of students tested	92	93	80	89	88
Percent of total students tested	100	100	100	100	100
Number of alternatively assessed	0	0	0	0	0
Percent of alternatively assessed	0	0	0	0	0
<b>Grade 4</b>					
Reading	77	80	84	80	84
Mathematics	77	81	82	79	83
Number of students tested	90	92	92	81	93
Percent of total students tested	100	100	100	100	100
Number of alternatively assessed	0	0	0	0	0
Percent of alternatively assessed	0	0	0	0	0

<b>Grade 3</b>					
Reading	81	73	76	80	80
Mathematics	79	78	78	76	74
Number of students tested	92	89	94	95	83
Percent of total students tested	100	100	100	100	100
Number of alternatively assessed	0	0	0	0	0
Percent of alternatively assessed	0	0	0	0	0
<b>Grade 2</b>					
Reading	80	86	78	84	81
Mathematics	71	74	70	74	70
Number of students tested	95	95	89	94	92
Percent of total students tested	100	100	100	100	100
Number of alternatively assessed	0	0	0	0	0
Percent of alternatively assessed	0	0	0	0	0