

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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

Name of Principal: Mrs. Donna Bettencourt-Glavin

Official School Name: St. Philomena School

School Mailing Address:  
324 Cory's Lane  
Portsmouth, RI 02871-1354

County: Newport State School Code Number\*:

Telephone: (401) 683-0268 Fax: (401) 683-6554

Web site/URL: www.saintphilomena.org E-mail: dglavin@saintphilomena.org

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Ms. Sheila Durante

District Name: Diocese of Providence Tel: (401) 278-4550

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

Name of School Board President/Chairperson: Mr. Brian Sullivan

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

Does not apply to private schools

**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.   3   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	22	26	48	7	23	24	47
K	25	27	52	8	22	27	49
1	24	26	50	9			0
2	23	21	44	10			0
3	20	24	44	11			0
4	22	28	50	12			0
5	16	36	52	Other			0
6	24	28	52				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							488

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
0 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
94 % White  
2 % Two or more races  
100 % **Total**

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

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	487
(5)	Total transferred students in row (3) divided by total students in row (4).	0.014
(6)	Amount in row (5) multiplied by 100.	1.437

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 9

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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: 5 %

Total Number of Students Served: 24

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>4</u>
Special resource teachers/specialists	<u>6</u>	<u>2</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>7</u>	<u>7</u>
Total number	<u>42</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	97%	96%	96%
Daily teacher attendance	98%	97%	97%	97%	98%
Teacher turnover rate	11%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

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

## PART III - SUMMARY

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St. Philomena School is a private Catholic school in the Diocese of Providence guided by the Sisters Faithful Companions of Jesus (FCJ). Its mission is to enable each child to recognize and develop the unique gifts given by God. Called to this mission by God, the school educates the whole child—spiritually, intellectually, physically, emotionally and socially. Through the cooperation of the Sisters FCJ, the Board of Trustees, administration, faculty, staff, students and their families, Christ's message of Faith, Hope and Love is shared with the greater community.

What began as a summer vacation place on Narragansett Bay in 1927 for the Sisters FCJ, has evolved from a humble building with seven students in 1953 to the present campus featuring six buildings, a population of 488 students and 55 faculty/staff members. The campus has a nature trail and a walkway to Narragansett Bay.

St. Philomena School is accredited by the New England Association of Schools and Colleges and is a member of the National Catholic Education Association, the Independent School Association of Rhode Island, the Diocese of Providence, and the Aquidneck Collaborative for Education. St. Philomena School is recognized as a 1999 Blue Ribbon School of Excellence by the U.S. Department of Education.

The Strategic Plan, based on the School's mission and updated regularly, is the driving force for the school. The students are its focus and they are respected as individuals with unique talents and needs. The school ethos is one of an extended family whose members support each other in their efforts to share their faith and succeed in academics, the arts and athletics.

Reading, language arts, mathematics, science, social studies, religion, foreign language and special subjects are taught with rigor and high expectations, all organized around a traditional, standards-based curriculum. The committed faculty members are outstanding teachers who keep current with best practices through on-going professional development. Recently, two teachers received the national NCEA Distinguished Teacher Award 2008 and the RI History Teacher of the Year Award 2007.

The pre-k classes have 16 students while kindergarten to grade 8 classes have a maximum of 25 students per class. There are two classes per grade level from K-8. All pre-k and kindergarten classes have a full-time teacher and aide. A teacher aide assists grades 1 and 2 while a part-time teacher is available to grades 3-5 as well as another for grade 6. In addition, there are: full-time teachers in art, music, physical education, resource, and the Synergetics enrichment program; a full-time librarian and part-time assistant; a full-time registered nurse; full-time guidance counselor; full-time computer tech; part-time band and hand-bell teachers. Every class has an FCJ prayer partner. The campus is wired for technology with computers in every classroom and interactive white boards in some. Beginning in kindergarten, students attend classes in the computer lab.

Extra-curricular and after-school activities are extensive. They include educational and arts enrichment, intramural and competitive sports, social and spiritual events and special programs such as Camp Invention and Destination Imagination.

All students participate in reach out projects. They raise thousands of dollars each year for charities including the FCJ missions in the Philippines and the Central American rain forest. Food and clothing are given regularly to local soup kitchens and charities.

St. Philomena School encourages the involvement of parents. Some volunteer during the school day while others become involved in after-school and weekend family activities. The St. Philomena Parents' Club provides social, cultural, religious and philanthropic events throughout the year.

St. Philomena School students' standardized test scores are consistently above the state and Diocesan average. Most graduates are accepted to, and attend, some impressive Catholic and private schools.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

St. Philomena School has continually and consistently scored within the “above average” range at every grade level in the past five years on standardized tests. In the spring of each year, Terra Nova CAT and In View tests are administered to grades one through seven. The Otis Lennon Student Ability Test tests are administered in May to grades K, 2, 4, and 6. The eighth grade takes the NCEA Assessment of Catechists/ Religious Education test to assess religion knowledge.

The Terra Nova CAT Test is a standardized achievement test. This standardization enables the assessment to compare an individual student’s score performance with the performance of all other students taking the same test, or with a set of academic standards or objectives. These scores reflect broad national thinking on what is considered to be important instructional content.

Teachers receive these scores in late spring for analysis and the scores are used to drive instruction for the upcoming year. These scores result in adjustment of instruction and ability groupings of the children. Careful item analysis assists in the readjustment of curriculum including skills, concepts and content. Teachers look for gaps in instruction and review curriculum documents to adjust instruction appropriately. Scope, sequencing and pacing are also investigated to insure that content is being addressed to meet the standards established by the school. Standardized test results along with DRA(Developmental Reading Assessments), Diagnostic Math Assessments, as well as student performance in the classroom are also employed in adjusting curriculum, groupings and delivery of instruction.

As reflected by the enclosed data, St. Philomena School has performed at a very high level when compared to other students nationally. In reading, the overall scores have remained consistently above average with a steady upward climb. In grade 3, however there is a slight dip in each of the years recorded. This may be due in part to the fact that the students change buildings and style of instruction delivery in grade 3 (change classes, vs. self contained). The data supports that once students make the adjustment, the test scores return to the 80-90 percentile range.

In math, students have achieved well within the “above average” range across the board. The overall data reflects that in the earlier years, as the content becomes more difficult, there is a slight dip in the scores from grades 2-5, but remaining in the above average range. By grade 7, as students become more proficient with concepts and skills, they are achieving expectations in the much higher 80-90 percentile range.

Over the past three years teachers and administration have readjusted delivery of instruction and adopted a new math program. The upward trend in grades 6 and 7 reflects regrouping and differentiated instruction. The use of new technology and smaller groups deliver instruction tailored to the individual needs of the students. Curriculum mapping and test analysis have contributed to the success of this process.

As the school has progressed over the past five years, focus has been placed on the reading and math programs. New reading and math programs have been adopted as a direct result of test analysis, suggesting the need for more differentiated instruction in both areas. The school was commended for its high scores at its recent NEASC visit, but recognizes the need to reach every student, not just those who are achieving and exceeding standards. The school administration and teachers continue to challenge those high performing students with a rigorous content-rich curriculum while at the same time remediating the needs of those who are not necessarily performing at that “above average” standard that the school’s scores reflect.

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

Teachers receive test results in late spring. The last professional day in June is devoted to analysis of assessments and discussion of student placement. Standardized test scores are disaggregated by grade and test item in the areas of mathematics, reading and language arts to search for patterns, trends and gaps. Teachers, partnered at grade level, then compare their current curriculum documents to insure that missed skills and concepts will be remedied. Groupings, curriculum, need for materials, professional development, and staffing are discussed; then a plan of action is developed.

Student classroom performance is compared with test performance to assure that they match; if they do not, possible causes are determined and addressed. Overall classroom performance is also reviewed followed by interviews with classroom teachers regarding inconsistencies.

In the upper grades a formula was established to include standardized test scores, class average and the former year's division placement to determine grouping for the following year. Students are divided into flexible ability groups in grades 7 and 8 in mathematics, language arts, science and foreign languages. The test scores are also a factor in determining those students who will receive resource assistance, who qualify for the gifted program, and who are nominated for the Johns Hopkins Talent Search.

Terra Nova test scores are used to establish a "watch list" for students performing below the 40th percentile in total reading, total math and total language arts and a "red alert list" for students performing below the 25th percentile on any sub test. The classroom teacher, the resource teacher and administrators regularly review these lists to track and monitor student progress and to determine need for supplementary services. Otis Lennon School Ability Test scores of 90% or below also qualify the student for these lists and closer attention.

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

Results of the annual Terra Nova Achievement Tests are sent home to parents in the spring. Included in the packet that each student receives is a Home Report and a Reading Link Report. A cover letter from administration and an in depth explanation from the testing company are also included. The Home Report presents information about the student's performance in the content areas measured on a National Percentile (comparing his/her score to others on a national level). The Reading Link Report provides a list of books based on the student's performance on the Terra Nova Reading Test. It can assist the student in improving reading skills. The Individual Profile, available to parents upon request, presents norm-referenced information as well as a description of the skills and abilities the students demonstrated and the skills and abilities that the student can work toward to show academic growth.

Parents and the entire St. Philomena Community are invited to a formal presentation at an evening Parent Club Meeting in the fall. At that time current and past scores are explained in a Power Point presentation. Questions from the audience are addressed and encouraged. Test history for the current graduating class is also shared.

Parent conferences are arranged regularly as deemed necessary by the parent or teacher and at a time convenient to both. At that time test scores can be discussed and explained on an individual basis. Formal parent/teacher conferences are set in the fall after the first grading period. Parents are welcome to present questions regarding all testing, summative and formative during the conference. Teachers may advise parents on techniques that might be employed at home to assist in improving achievement or in challenging a gifted student.

All results are reported to the Diocese of Providence and the Board of Trustees. School-wide testing results are made available to perspective applicants.

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

St. Philomena School is often recognized as a model for other private and Catholic schools due to its outstanding academic reputation and numerous awards including the U.S. Department of Education's 1999 Blue Ribbon School of Excellence Award. As a member of professional organizations including the Independent Schools of RI, the Aquidneck Collaborative for Education and the Diocese of Providence, the administration and teachers share best practices and successes on a regular basis. The campus often serves as a setting for professional meetings and trainings for teachers and principals in the region. Because the Sisters Faithful Companions of Jesus, the founders and owners of the school, are an international community, the reputation and charism of the school are known world-wide. Families from as far away as England have recently applied for admission to the school.

The success and accomplishments of the school community are communicated in a variety of venues including:

- A website that provides access to school information for students, parents, teachers, alumni, prospective parents and the general public
- A bi-annual magazine reaching the community-at-large, alumni, the Diocese and FCJs throughout the world
- A weekly Principal's letter sent home to parents and posted on the school's website with news of current events, accomplishments and activities
- Quarterly curriculum newsletters posted on the school's website
- Feature articles, news releases and advertising in local and regional newspapers
- Participation in many state and national competitions in art, writing and science
- An annual musical theater production and spring fair open to the public
- A variety of philanthropic activities including: providing medical care and education to the poor of the Philippines through the FCJ missions, saving the rain forest in Central America by purchasing acreage, and a myriad of charities and reach out projects locally, nationally and internationally.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The comprehensive standards based curriculum seeks to build an educational community in which students, faculty and staff, administration and the entire St. Philomena family share religious truths and values, explore human knowledge, develop individual gifts and talents, and foster critical thinking and decision making. The environment at St. Philomena School encourages students to enjoy and value lifelong learning and to embrace and serve their local and world communities. Teachers in all subjects consider the mission of the school an important responsibility: to educate the whole child intellectually, physically, emotionally, spiritually and socially.

As an educational community, St. Philomena School uses a participatory process to create, continually assess and improve curriculum that is intellectually challenging, culturally diverse and socially and globally aware. The overall curriculum, which is defined by grade level and academic areas, recognizes current educational philosophy and technical advances. The curriculum integrates educational standards, instructional materials, course content and teaching methodology to provide an excellent education for each student. The curriculum is a living document that is reviewed, assessed and updated on a regular basis. Analysis of standardized test scores, curriculum mapping and awareness of current trends help to drive a strong academic program.

Core subjects in the elementary grades include reading, language arts, mathematics, science, religion and social studies. Beginning at the pre-k level, the elementary curriculum is enhanced to include art, music, physical education, health, and foreign language instruction. Primary grade students are taught in self contained classrooms while students in grades 3-8 change classrooms and teachers. Teachers recognize a variety of learning styles and respond with appropriate teaching methods. Instruction of mathematics and reading is delivered in flexible ability groups in grades 3-5, which are established through standardized test and ongoing formal and informal assessments. At the Junior High level, in addition to English, language arts, mathematics, science, social studies and religion, French and Spanish become part of the core curriculum and all students are required to complete two years of a concentrated language study. At the Junior High level instruction is delivered in mathematics and English in ability groups established by standardized tests, student performance, ongoing assessments and teacher recommendation. Groups are flexible and change as students exhibit the need to accelerate and remediate. In addition to the certified classroom teacher, teacher assistants work closely with students at all levels as needed.

While a strength of the learning community is its flexibility and response to individual needs, the curriculum clearly provides a framework and standard for ensuring accountability of the faculty, staff, administration. Beginning with pre-k the child is the focus and each is empowered to reach his/her level of excellence through a developmentally nurturing curriculum. The curriculum allows students to progress as their God-given talents dictate, with remedial and accelerated programs based on the needs and interests of the students. Students displaying high ability levels are invited to participate in the weekly Synergetic Connection enrichment experience to challenge their cognitive abilities and improve critical thinking and problem solving skills. Those students needing more assistance receive small group and individual attention with a full time resource teacher and part-time special education service providers.

Technology is integrated with traditional teaching and learning methods in all subject areas. There is a five year technology plan in place and equipment is upgraded on a regular basis.

The curriculum remains responsive to community needs just as it remains faithful to the school's philosophy and mission. For example, before and after school daycare is available. Recently, a pre-k program was added as well as an extensive after school program which includes sports, educational and cultural activities.

Music, theatre and visual arts are an important part of the St. Philomena program. Chorus, band, a bell choir and musical theater productions enhance an already dynamic curriculum. Private instrument lessons are offered beginning in pre-k with violin and progressing through junior high with piano, woodwind, brass, and percussion instruments offered daily. An entire building is devoted to the visual arts where students are encouraged to explore and express themselves through various media.

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

St. Philomena School believes that reading, writing, speaking and listening skills are essential tools for learning today and for success in the future. According to the standards, adopted in 2001 by St. Philomena School, upon graduation it is expected that each student:

- will read and understand a variety of material through exposure to many different genres of literature
- will read to locate, select, and make use of relevant information from, a variety of media, reference, and technological sources
- will read and recognize literature as a record of human experience.

Assessment of each student's progress is measured in a variety of ways. Terra Nova standardized tests, Developmental Reading Assessment in addition to unit skills tests, as prescribed by the basal reading series (Houghton Mifflin), are used in placing the students at the correct instructional level and for monitoring progress. This research-based program was selected because it includes flexible, fluid reading groups to provide differentiated instruction and leveled books for reaching all learners. The series includes screening and diagnostic testing as well as ongoing formal and informal assessments in comprehension and fluency. Teachers deliver effective instruction in the five key areas of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension in small and whole class groupings. For students reading below grade level remediation is provided by a resource teacher.

Accelerated Reader, book reports, special projects, and a combination of age appropriate multicultural genres of literature enhance the program. Throughout the grades, students are reading and using relevant information from a wide range of media, reference materials and technological resources.

## **2b. (Secondary Schools) English:**

This question is for secondary schools only

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

St. Philomena science program emerges from National Science Standards, in which students discover the process of scientific investigation. They design, conduct, explain and evaluate such investigations. The science curriculum also includes physical science, life science, and earth and space science. The program promotes knowledge and understanding of the interrelationships among science, technology and human activity and their effects on the global community. Students realize that science involves a particular way of comprehending common connections among scientific disciplines. The science standards reflect the expectations and essential level of scientific knowledge and skills needed by citizens participating in a technological world.

Science students utilize the 27 terminal computer center. In addition, every classroom is equipped with computer terminals with internet access and state-of-the art projection systems. Microsoft Excel is used to graph collected data and display it in graphic form. A fourth grade classroom has an online weather station that monitors weather conditions on a continual basis. One fifth grade classroom is equipped with roof top

solar panels and instruments inside the classroom that measure the amount of energy being collected and saved each day.

In order to address individual differences, a variety of teaching strategies are used. The science program allows for flexibility of instruction through a variety of experiences. Textbooks are supplemented with experiments, models, dioramas, demonstrations, and hands-on or virtual labs. An on-campus nature trail and saltwater beach extend the science program beyond the classroom.

Kindergarten, grade five and junior high grades participate in science days. An annual Science Night hosted by grades three to five, features a student created rain forest, a planet exhibition and animal habitats. St. Philomena students' science education culminates in an annual Science Fair through which seventh and eighth graders demonstrate their acquired scientific knowledge and compete to qualify for the state and national science fairs.

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

All St. Philomena School programs in grades K-8, in keeping with its mission, incorporate the School's beliefs about teaching and learning to create an overall program that places students above all subject matter and makes the student the focal point of the school. It is understood that the teachers, who are knowledgeable about current educational philosophies and technologies, provide a rigorous learning environment for their students.

Primary classes are taught in self-contained classrooms, while students in grades 3-8 change classrooms and teachers. Through differentiated, flexible and whole class instruction, the strengths of each child are addressed. The faculty recognizes the diverse developmental stages and learning styles within each class and strives to provide an inclusive program. When creating and carrying out lesson plans, the individual learning styles and needs of each child is given careful consideration.

Students that require further attention are referred to the school's CAST (Classroom Alternative Support Team) who offer interventions and set goals for the student and the classroom teacher. A resource teacher also delivers instruction to small groups and individuals as needed. Students are organized in flexible ability groups in mathematics, foreign languages, English/ language arts and science at the junior high level. This grouping allows students to achieve academic success in a program specifically geared to their abilities and needs. The faculty and administration monitor and evaluate all groups and individual student's progress and frequently move students, to challenge or remediate, as appropriate.

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

The administration strongly encourages individual faculty members to pursue professional development opportunities. The principal discusses this with individuals at contract signing time. St. Philomena School covers the cost of one workshop per year for each faculty member and some staff members. Faculty members may elect to take coursework instead. In this case, the school covers part of the course cost. On-going computer workshops are offered by the Technology Director on a weekly basis before and after school. Notices are posted in the mail area and in the teachers' rooms for upcoming conferences and speakers. The professional library is kept up to date with information on the current trends in pedagogy. Five days are added to the school year for professional development; August, September, October, March and June; two of which are regional and diocese related. In-service workshops are offered to address current professional needs of the faculty and staff. Most recent workshops included introduction to the new math series, continuing implementation of the new reading series, RTI (response to intervention), Second Step (anti-bullying

program) , interactive technology and introduction to a new Rediker administrative program. Federal grant money provides some of the funding for speakers and participation in national conferences each year.

All professional development is geared toward student learning. In keeping with high academic standards new math and reading programs were adopted. Teachers are continuously updated on differentiating instruction to include critical thinking and problem solving while integrating technology in all areas. The use of fluid flexible grouping in mathematics has significantly raised the standardized test scores of 69% of the students tested. In addition, those students in the higher groupings were able to cover more content in mathematics raising their achievement levels in Terra Nova standardized tests qualifying them for Johns Hopkins and other talent awards.

## **6. School Leadership:**

The administration at St. Philomena School consists of a principal, vice-principal and three team leaders. An administrative assistant, a development director, a technology director, and a business manager round out the administrative team. The team meets weekly to discuss school affairs and student achievement.

The Principal and Vice Principal are the educational leaders of the school. They are responsible for ensuring that the Strategic Plan and standards based curriculum are implemented and evaluated at regular intervals. They are also responsible for the everyday operation of the school.

The team leaders (prek-2, 3-5, and 6-8) oversee the curriculum at their grade levels and report back to the weekly cabinet meeting. The administrative team's agenda is driven by the Mission and Strategic Plan of the school. Student learning and achievement are the focus of all decisions made by this body. All policies and curriculum issues are monitored by this team.

Team leaders meet monthly within their grade assignments with teachers, assistants and all staff member to ensure that curriculum and other items in the Strategic Plan are being met. There are also monthly meetings which allow the entire staff to address curriculum issues, student achievement and Strategic Planning. No decisions are made by the Principal without the input of the cabinet, representing all of the stakeholders. When new staff members are hired, a team of teachers and administrators participate in the screening and interview process.

The Principal and Vice Principal also serve as *ex-officio* members of the Board of Trustees which meets four times per year. The Principal is a member of all sub- committees of the Board of Trustees including: Building and Grounds, Institutional Advancement, Finance, Investment, and Mission Effectiveness. These meet regularly to assure the smooth operation of the 6 building, 15 acre campus.

The Principal also serves as a member of the Faithful Companions of Jesus Committee, and executive committee of the Parents' Club.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes  No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$7300</u>	<u>\$7300</u>	<u>\$7300</u>	<u>\$7300</u>	<u>\$7300</u>	<u>\$7300</u>
K	1st	2nd	3rd	4th	5th
<u>\$7300</u>	<u>\$7300</u>	<u>\$6750</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 7270 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 867
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
3 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
14 %



























Subject: Reading

Grade: 7 Test: TerraNova

Edition/Publication Year: Second//2001 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	81	84	82	84
Number of students tested	48	48	48	43	47
Percent of total students tested	97	100	96	97	94
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

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