

# 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

### Cover Sheet

Type of School:  Elementary  Middle  High  K-12

Name of Principal Sister Mary Broderick, S.H.C.J.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Rosemont School of The Holy Child  
(As it should appear in the official records)

School Mailing Address 1344 Montgomery Avenue  
(If address is P.O. Box, also include street address)

Rosemont PA 19010-1698  
City State Zip Code+4 (9 digits total)

County Montgomery School Code Number\* NA

Telephone ( 610 ) 922-1000 Fax ( 610 ) 525-7128

Website/URL www.rosemontschool.org E-mail breslinj@rosemontschool.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 December 10, 2004

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

District Name NA Tel. ( ) 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.

\_\_\_\_\_  
Date NA

Name of School Board  
President/Chairperson Mr. J. Gordon Cooney  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date December 10, 2004

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

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**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  
 NA 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. 22 Number of years the principal has been in her/his position at this school.

NA 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	13	10	23	7	14	13	27
K	16	14	30	8	12	16	28
1	11	15	26	9			NA
2	12	16	28	10			NA
3	14	15	29	11			NA
4	21	22	43	12			NA
5	14	16	30	Other			
6	15	12	27				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>291</b>

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

6. Racial/ethnic composition of the students in the school:
- |                   |   |                                |
|-------------------|---|--------------------------------|
| 95                | % | White                          |
| 2                 | % | Black or African American      |
| 2                 | % | Hispanic or Latino             |
| 1                 | % | Asian/Pacific Islander         |
| 0                 | % | American Indian/Alaskan Native |
| <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: 3.0%

(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.	
<b>6</b>			
<b>(2)</b>		Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	
<b>3</b>			
<b>(3)</b>		Subtotal of all transferred students [sum of rows (1) and (2)]	
<b>9</b>			
<b>(4)</b>		Total number of students in the school as of October 1 (same as in #5 above)	
<b>291</b>			
<b>(5)</b>		Subtotal in row (3) divided by total in row (4)	
<b>0.03</b>			
<b>(6)</b>		Amount in row (5) multiplied by 100	
<b>3.0</b>			

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 4  
 Specify languages: English, French, Spanish, Italian

9. Students eligible for free/reduced-priced meals: 1.4 %  
 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:  $\frac{2.5\%}{8}$  Total Number of Students Served

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

<u>    </u> Autism	<u>    </u> Orthopedic Impairment	
<u>    </u> Deafness	<u>  1  </u> Other Health Impaired	
<u>    </u> Deaf-Blindness	<u>  7  </u> Specific Learning Disability	<b>One student is represented twice.</b>
<u>    </u> Hearing Impairment	<u>    </u> Speech or Language Impairment	
<u>    </u> Mental Retardation	<u>  1  </u> Traumatic Brain Injury	
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  3  </u>	<u>  2  </u>
Classroom teachers	<u> 30  </u>	<u>  5  </u>
Special resource teachers/specialists	<u>  2  </u>	<u>  0  </u>
Paraprofessionals	<u>  0  </u>	<u>  0  </u>
Support staff	<u> 15  </u>	<u>  3  </u>
Total number	<u> 50  </u>	<u> 10  </u>

12. Average school student-“classroom teacher” ratio: 8:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering 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 between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98 %	97.5 %	98.3 %	97 %	98 %
Daily teacher attendance	97.5 %	97 %	97.8 %	97.4 %	97 %
Teacher turnover rate	2 %	6 %	4 %	2 %	4 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	NA	NA	NA	NA	NA

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004. NA

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

## PART III - SUMMARY

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Rosemont School of the Holy Child provides an exceptional, co-educational program for students in nursery through eighth grade. Based on the belief that each child is a unique individual, the school combines sound religious training with a vigorous intellectual program to develop the whole child—body and soul, mind and heart.

Striving for excellence marks all aspects of the school. An academic program that grows from the rich tradition of the Catholic liberal arts emphasizes reading, composition, mathematics, science, religion, social studies, art, music, Spanish, and Latin. Technology enhances the instructional program in many ways. The *Navigator Program* encourages problem solving and interaction between the mathematics teacher and student. Laptops facilitate composition instruction, and language labs develop foreign language fluency. *SmartBoards* create interactive classrooms in all subjects while Web postings extend the classroom and invite collaboration. *Lego Robotics* challenge students’ problem solving skills and test them in real world situations. *Web Ways* enable students to enrich their understanding through research.

In being forward looking and responding to the “wants of the age,” Rosemont School follows the philosophy of Cornelia Connelly, who founded the Sisters of the Holy Child Jesus in 1846. Rosemont School embodies her belief that students will learn in an environment of knowledge, nurture, and joy. She saw each child as “God-touched and frail” and encouraged instructional methods like small group instruction, active learning, combining the arts with the academic, and providing a sacramental frame for all subjects so that children maximize their God-given potential, develop compassion, and contribute to a just society.

Social justice concerns imbue the curriculum and the philosophy of the school. Actively contributing to social justice programs also develops problem-solving strategies, respect for multi-cultural diversity, real-world application of school learning, and community awareness. Rosemont School and the Gesu School, an inner-city school in North Philadelphia, partner to provide on-campus technology instruction for Gesu students as well as combined liturgies and field trips. Community service involves both parents and students in twenty, age-appropriate activities including Give-a-Gift—students send gifts to Presbyterian Children’s Village on their birthdays, Philabundance—seventh and eighth grade students harvest, sort, and pack food for distribution to needy Philadelphians, and seasonal activities—Christmas Tidings, Thanksgiving turkey collection, a winter service day, and a spring environment project in collaboration with Fresh Fields Markets. In addition, the school commits resources to achieving a diverse student body,

and the curriculum incorporates a knowledge of other cultures to encourage global awareness and compassion.

Social justice also requires students to be leaders for good within the school community. They help out in age-appropriate ways within the classroom and at school functions. The seventh and eighth grade students enjoy a special leadership role since they're the "elders" of the school community. Under the supervision of the faculty, they act as mentors for younger students in sacramental preparations, in academics, and in athletics.

Both the arts—music, drama, creative writing, painting, drawing— and physical education—games, sports, physical fitness— play a central role in the curriculum. Student art lines the school's hallways. All students participate in vocal and instrumental learning. The school sponsors art exhibits, a student play, recitals, and an author's reception. The athletic program focuses on skills, sportsmanship, leadership, and school spirit. Through soccer, football, field hockey, basketball, swimming, and track students learn teamwork and individual excellence.

The school's religious heritage takes center stage not only in the classroom but in the traditions of school life. Through daily prayer, sacraments, and class liturgies, students discover their spiritual nature and their connection to God's love. Their stages of development are sacramentally affirmed and celebrated as students grow in wisdom and grace.

The faculty at Rosemont School are excellent teachers and role models, who envision their daily work as a vocation. They teach enthusiastically, plan collaboratively, share their expertise with other professionals, continue their own education, coach sports, direct plays, and nurture their students as they learn and grow. Because of the excellent faculty, children come to school happy and ready to learn, and they respond to life with joy, zeal, and compassion.

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

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1. Rosemont School of the Holy Child meets the standard set for the *No Child Left Behind-Blue Ribbon School* program according to national assessment data. Reading and mathematics scores for the highest grade tested, grade 7, exceed the 90<sup>th</sup> national percentile for the last year tested (addendums 1A & 1B). Moreover national, standardized test results over a three-year period in reading and mathematics from 4<sup>th</sup> grade through 7<sup>th</sup> show placement above the 90<sup>th</sup> percentile (addendums 1C – 1H). The class of '05 is not unique in its success.

The John Hopkins Talent Search further confirms that the Class of '05 has achieved at very high levels. Approximately 50% of the class qualified for the John Hopkins Talent Search, whose requirement is national, standardized test results in reading and/or mathematics at or above the 97<sup>th</sup> percentile. Nationally 15% of independent school students qualify.

For more than two decades RSHC has used the Comprehensive Testing Program (CTP) from Educational Records Bureau (ERB). Designed by Educational Testing Service, CTP is the only standardized achievement test designed for high-achieving schools. A rigorous test, the CTP relies more on the difficulty of questions than on the speed of completion to differentiate the performance of students, thus allowing analysis of students who typically score in the highest percentiles of national, standardized tests. In 2002, RSHC adopted the optional, open-ended questions in reading comprehension and mathematics which ERB added in the 4<sup>th</sup> edition of the CTP. The mathematics achievement section is closely aligned

with the National Council of Teachers of Mathematics' standards. Students' responses to the open-ended questions are included in the reported scores.

Although all students starting in 2<sup>nd</sup> and 3<sup>rd</sup> grades take the CTP 4, ERB does not provide national percentiles for those grades. The CTP 4 at those levels is a criterion-referenced test that provides useful information for schools and parents about core skills necessary for academic success. Not providing broader references recognizes the developmental surges which occur in the lower grades. We are providing scores for those grades on CTP 3, however (addendums 1I & 1J).

RSHC administers the CTP in the fall rather than in the spring because the school recognizes that standardized-test results received within the school year have a more meaningful impact on daily instruction and student progress than scores received at the end of the school year. Scores are immediately studied by the instructional leadership at the school as well as by unit leaders and then classroom teachers to examine the program in-progress and to make needed adjustments. The school began fall testing in response to a recommendation from the Pennsylvania Association of Private Academic Schools.

All RSHC students are represented in the test results except for 2 students whose special needs require non-standard, un-timed administration of CTP 4. ERB does not include those scores in the school profiles, but an examination of those students' scores show that they fall well within the data for their grades.

2. RSHC takes a two-pronged approach to study and utilize the CTP results. First, subject-area teachers meet with the testing coordinator who guides them through the test data and helps them assess the strengths and weaknesses of various curricular programs. Subject-area teachers coordinate the CTP scores with other assessment data—teacher-prepared tests and quizzes, textbook-provided tests and quizzes, and projects—to chart the strengths and weaknesses of the program. Changes in the mathematics program resulted from a study of assessment data. Instructional time was increased, and the school adopted The University of Chicago Program, which focuses on problem-solving and mastery of concepts for students who routinely achieve above the national average.

Teachers also consider individual student achievement. Student folders, which include all the relevant assessment data, are studied by both homeroom and specialty teachers. They focus on a comparison of past results with current results as well as the correlation between school-based assessment and standardized test results. Teachers strategize to maintain students' academic strengths and eradicate weaknesses. Tutoring, an enrichment program, or summer study might be utilized to maximize a student's achievement.

3. RSHC and its parents are in regular communication about students' progress and needs. Any teacher noting that a student is having difficulty with a subject calls or e-mails a parent immediately and sets up a remediation plan. All parents receive reports of students' progress through cachets (the *cachet* is a Holy Child tradition and refers to a seal or sign of approval.) issued midway through each trimester for students in grades 1 to 4 and 4 times a year for students in grades 5 to 8. Teachers write narrative summaries for students in the lower grades and provide appropriate assessment data and teacher comments for older students. At the end of each trimester (November, March, and June), formal report cards are issued.

The Director of Testing meets in an individual conference with parents of students in grades 3, 5, and 7 to interpret and discuss CTP results. At other grade levels, parents may request a conference to discuss standardized test results.

RSHC regularly publishes students' achievements through school publications and in local newspapers. Four annual publications reach 1800 parents, alumni, faculty, parents of graduates, grandparents,

community members, and friends to tell of academic achievement, sports results, faculty accomplishments, religious events, and school goals. In addition, the school sends current families 6 issues of “Keeping in Touch,” which highlights religious and extracurricular activities, and “Education in Action,” which presents students’ activities connected to the curriculum. On at least a weekly basis, news of RSHC’s students appears in the *Main Line Times*, *Main Line Life*, and the *Suburban and Wayne Times*.

4. RSHC faculty and administrators are leaders in the educational community. Through workshops, publications, and participation in professional organizations, they share the successful strategies that the school employs. Rosemont School is a center for professional development. The school offers workshops and summer courses taught by Rosemont teachers and certified by the Montgomery County Intermediate Unit. In summer 2004, 9 courses were offered, which utilized the expertise of 5 Rosemont teachers. In the past 4 years, more than 80 teachers from other schools participated in the RSHC professional development program.

In 2004, Rosemont teachers made presentations to the Pennsylvania School Library Association and the Pennsylvania Educational Technology Conference. Two teachers have prepared presentations for the National Educational Computing Conference slated for summer, 2005. Teachers from the mathematics department have given workshops in local schools on the University of Chicago Mathematics Program. An article written by a RSHC teacher on graphing calculators was recently published in *Middle Ground*, a magazine about middle school education. A recent issue of *Learning and Leading with Technology* featured an article by RSHC’s instructional technology specialist and the social studies department chair.

RSHC teachers and administrators are active in such professional organizations as the Pennsylvania Association of Private Academic Schools (PAPAS), the Association of Delaware Valley Independent Schools (ADVIS), and the Pennsylvania Association of Independent Schools (PAIS). Faculty and administrators attend meetings, take on committee tasks, and accept leadership roles. The head of RSHC has acted as president for each of the named organizations. Each year several teachers serve on school evaluation teams for PAPAS.

## **PART V – CURRICULUM AND INSTRUCTION**

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1. At RSHC all students are involved with significant content based on high standards as established by the Pennsylvania Association of Private Academic Schools. Rosemont students are active learners who explore, pose questions, discover, and demonstrate. Students, faculty, and parents are focused on the students’ success. Although the school enrolls students who cross a spectrum of ability levels from low-average to gifted, all students master academic content at least a full year above their nominal level by 5<sup>th</sup> grade.

The language arts program enables the students to read with fluency and understanding, to analyze literature critically and aesthetically, and to write effectively in different modes, for different audiences, and for different purposes. Students build a strong vocabulary, master the standards of correct usage, and utilize a variety of research techniques.

The social studies program uses an interdisciplinary approach and emphasizes higher order thinking skills, project-based learning, primary sources, trade books, and technology integration. Students study the community, the nation, and the world from the perspective of history, geography, economics, civics, culture, government, and current events.

The mathematics program focuses on a spiraling approach to the essential skills of number sense, data

analysis, probabilities, algebra sense, measurement, and geometry. Students develop these skills through a sequential program that stresses problem solving, the use of different algorithms for computation, modeling to visualize abstract concepts, and technology. All students become mathematically competent and complete a challenging Algebra I course.

The science curriculum, also, uses a spiraling approach to content knowledge, problem-solving strategies, and lab skills. Beginning in nursery school, the program stresses an inquiry approach and hands-on activities that encourage students to use the senses to observe, to ask questions, to posit solutions, to test through experiment, and to draw conclusions. Eight graders create culminating projects, many of which win awards in local and regional science competitions.

Students study Spanish in grades 5 through 8 and Latin in grades 7 and 8. The Spanish program stresses listening, reading, writing, and speaking as well as cultural awareness. Through an emphasis on grammar and vocabulary, students develop linguistic competence and often enter secondary school at advanced levels. Latin fosters logical thinking and linguistic understanding.

Holy Child education respects art and music as central to children's development. Students participate in a music program that is Kodaly-based and Orff-inspired. Younger students learn melodic and rhythmic notation according to Kodaly principles and transition to traditional musical notation in 4<sup>th</sup> grade. In middle school students learn instrumental music—the recorder, violin, Appalachian lap dulcimer, and African drums. Art classes stress technique and personal style as students explore the art elements. From nursery to eighth grade, students work in various media: acrylic paints, oils, clay, macramé, wood-burning, ceramics, watercolors, weaving, pastels, craypas, and charcoal.

The religion curriculum focuses on theology, the sacramental nature of life, and spiritual development. Catholic students prepare for the sacraments, and all students learn the sacramental nature of the everyday as they respond to the belief that God is incarnate in each individual. Behavior formed by correct norms and service to others informs the curriculum at all levels in response to Cornelia Connelly's dictum, "Actions, Not Words."

Physical Education classes focus on basic physical skills in a program that is game-based. Classes emphasize group participation, sportsmanship, physical fitness, and lifelong learning. Physical education interfaces with the athletic program in teaching game skills and conditioning.

2a. The RSHC reading program recognizes that language is the primary tool of thought and that all aspects of language: reading, writing, listening, and speaking must be integrated to maximize student learning.

In nursery school, students learn to value reading and to associate names with words. Learning to read takes center stage in kindergarten, and teachers harmoniously blend the Wilson Method, a multi-sensory approach to phonics instruction, with whole language techniques. At all levels of instruction, the individual learner is the focus, so a variety of instructional techniques are used including discovery, direct instruction, small group learning, and remedial assistance. Students learn multiple strategies for deciphering meaning; they use prior knowledge to access new texts, and they write to enhance their comprehension, to experiment with literary forms, and to communicate their understanding and appreciation.

Student learning is enhanced by multiple opportunities to read for various purposes in all academic disciplines. Fluency, analysis, interpretation, comparison, prediction, and synthesis are reinforced by an interdisciplinary approach that uses trade books and literary texts that connect to themes studied in social studies, science, the arts, and mathematics. Students also learn to value oral language through auditory

learning and by memorizing and presenting poetry and famous American speeches. Students debate, give presentations, perform reenactments, and role play. Through a curriculum-wide emphasis on persuasive writing, students learn to be discriminating citizens and consumers as well as to utilize persuasive techniques in presenting their own points of view.

Grammar and spelling are sequentially taught, and students are responsible for using the best English they can at their developmental level. Summer reading programs, a library focused on reading enrichment and research skills, weekly compositions starting in grade 3, a Writer of the Month program, publication of student work on the RSHC Web site and within the school community, and an on-line program with authors—these approaches reinforce the centrality of the language arts to the school program. Student success can be seen in such diverse measures as the school-wide use of reading as a recreational activity, standardized test scores, first place finish within the state for grades 2, 3, 5, & 8 and first place national finish for grades 5 & 8 in the National Language Arts Olympiad 2004, and awards in many writing contests.

3. At RSHC mathematics classes are dynamic communities in which students apply concepts to real world situations, problem solve with an arsenal of strategies, interact with the teacher and each other, and use multiple resources including physical materials, graphing calculators, and computers. True to the RSHC mission of intellectually challenging, creative, and student-centered learning, math classes combine a rigorous course of study with multiple instructional methods.

Teachers set an intellectual challenge for students by using instructional materials from the University of Chicago Program, *Everyday Mathematics*. The program enforces real world learning and uses a double-spiral approach to raise student performance to world-class level. All concepts and skills are introduced and then reinforced over a three year period in five different ways, each involving considerable practice. Students learn to look at problems from different perspectives and angles, and they understand that multiple solutions exist. They extend their math experience through a math club and competitions. In 2004, the RSHC Math Counts Team won first place in the regional competition at LaSalle University, and 3 students placed among the top 5 individual scorers.

All math classes use creative means like modeling, technology, or physical materials. Students extend knowledge through projects, discovery learning—collecting data, graphing results, and creating formula to describe results—research, and interdisciplinary problem solving.

Students actively engage in math class and take responsibility for their success. Small class size, added instructional time, quick feedback, individual tutoring and enrichment, and communicated high expectations keep students energized and high-achieving.

4. All instructional methods evolve from RSHC's core beliefs: the primacy of the individual learner, the mandate to "meet the wants of the age," the value of an active, student-centered classroom, and the sacramental nature of education. Responding to best-practice research and knowledge of their own students, teachers combine whole group instruction, cooperative learning, and individual time-on-task. Hands-on investigation and discovery learning frequently culminate in projects and other types of exhibitions. For instance, students do an in-depth study of an author in eighth grade, take part in science and history fairs, and create art—paintings, films, narratives—that enrich concepts in mathematics, science, literature, and history. Discovery methods also include learning through play and exploring with the senses.

The school blends traditional learning strategies with technology in responding to the "wants of the age" and in maintaining active classrooms. Teachers use appropriate technology such as *SmartBoards*, interactive simulations, documentary filmmaking, data bases, instructional software, design programs,

and Internet research in all grades and subjects. Sixth through eighth grade students perfect their public speaking skills and offer leadership models to the younger students through an in-school broadcast program. Students starting in kindergarten use Web Ways—Web sites chosen and categorized by RSHC faculty to interface with curriculum units.

A sacramental focus calls the school community to make the everyday holy and emphasizes the real-world connection to classroom instruction. Students extend their learning by service within the school and to the larger community. They use their talents and accomplishments in art, music, and writing to entertain and help others. School liturgies, prayer time, and respectful consideration of differences are central to the curriculum.

5. RSHC recognizes that teachers must be good learners to maximize their effectiveness in the classroom and to model the school goal of lifelong learning. In accordance with research on effective professional development programs, the school establishes school-wide and individual goals based on assessment of student achievement. Recent goals include successful strategies in middle school education, the integration of technology into the academic program, individualized reading programs, and curriculum development. The instructional leaders set goals in consultation with the faculty and after studying data on student achievement. Teachers engage in study, take workshops, and visit other schools. They then share their experiences within departments or with the whole faculty, if appropriate. Because of the focus on goals and follow-up, all professional development furthers school-wide knowledge on key goals and directly improves classroom instruction.

Teachers meet regularly in three different forums—department, unit (Early Childhood, Lower School, Middle School), and whole faculty—to study student achievement and to integrate instruction with school standards.

Each teacher has a professional development plan, which is supported by the school and used as part of the teacher’s evaluation. The school requires all teachers to either have a master’s degree or to be matriculated in a master’s program. The school’s professional development budget provides 100% compensation for all professional development including master’s programs. The professional development program is designed so that each teacher contributes to the academic goals through formal instruction and collaboration with other faculty. Classroom observation is part of the evaluation process. The fact that RSHC has become a center for professional development attests to the professionalism and accomplishments of its faculty.

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

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1. Private school association(s): NAIS, NCEA, PAPAS, PAIS, CSEE, ADVIS, CASE, ISM, ERB  
(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 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$11,800.00</u>	<u>\$12,200.00</u>	<u>\$12,475.00</u>	<u>\$12,775.00</u>	<u>\$12,875.00</u>	<u>\$13,025.00</u>
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>

$\frac{\$13,350.00}{6^{\text{th}}}$ 
 $\frac{\$13,575.00}{7^{\text{th}}}$ 
 $\frac{\$13,875.00}{8^{\text{th}}}$ 
 $\frac{\$}{9^{\text{th}}}$ 
 $\frac{\$}{10^{\text{th}}}$ 
 $\frac{\$}{11^{\text{th}}}$   
 $\frac{\$}{12^{\text{th}}}$ 
 $\frac{\$}{\text{Other}}$

4. What is the educational cost per student?  
(School budget divided by enrollment) \$12,904
  
5. What is the average financial aid per student? \$8,531
  
6. What percentage of the annual budget is devoted to  
scholarship assistance and/or tuition reduction? 7%
  
7. What percentage of the student body receives  
scholarship assistance, including tuition reduction? 11 %

## **PART VII - ASSESSMENT RESULTS**

RSHC does not, and is not required to, administer state assessment tests. We annually administer CTP 4 testing from ERB in our 2<sup>nd</sup> through 7<sup>th</sup> grades. Our test data tables for reading comprehension and mathematics over the last three years are attached.

Note that CTP 4 provides no national norms at the 2<sup>nd</sup> and 3<sup>rd</sup> grade levels of its battery.

No disaggregated data is provided for socioeconomic and ethnic/racial groups since these groups comprise less than 10% of our student body.

One student in 2<sup>nd</sup> grade and one in 3<sup>rd</sup> grade was assessed by alternative methods in 2003 – 2004 (see addendums 1I & 1J). These students scored well within the range of our other students but, in accordance with ERB regulations, their scores are not included in our school results

**Addendum 1A**

**ASSESSMENT DATA  
REFERENCED AGAINST NATIONAL NORMS**

**Rosemont School of the Holy Child**

CTP III & IV  
Fall Testing Program  
(Educational Records Bureau)

School percentile for each grade (except grades 2 & 3 – see pages 23 & 24).  
No students are excluded from a test.

	CTP 4	CTP 4	CTP 3
	2003-2004	2002-2003	2001-2002
Testing Month	November	November	November
<b>Grade 7</b>			
<b>Reading Comprehension</b>	<b>85%</b>	<b>94%</b>	<b>90%</b>
Number of students tested	28	24	28
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

**Addendum 1B**

**ASSESSMENT DATA  
REFERENCED AGAINST NATIONAL NORMS**

**Rosemont School of the Holy Child**

CTP III & IV  
Fall Testing Program  
(Educational Records Bureau)

School percentile for each grade (except grades 2 & 3 – see pages 23 & 24).  
No students are excluded from a test.

	CTP 4	CTP 4	CTP 3
	2003-2004	2002-2003	2001-2002
Testing Month	November	November	November
<b>Grade 7</b>			
<b>Mathematics</b>	<b>85%</b>	<b>84%</b>	<b>98%</b>
Number of students tested	28	24	28
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

**Addendum 1C**

**ASSESSMENT DATA  
REFERENCED AGAINST NATIONAL NORMS**

**Rosemont School of the Holy Child**

CTP III & IV  
Fall Testing Program  
(Educational Records Bureau)

School percentile for each grade (except grades 2 & 3 – see pages 23 & 24).  
No students are excluded from a test.

	CTP 4	CTP 4	CTP 3
	2003-2004	2002-2003	2001-2002
Testing Month	November	November	November
<b>Grade 6</b>			
<b>Reading Comprehension</b>	<b>83%</b>	<b>88%</b>	<b>93%</b>
Number of students tested	27	27	26
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

**Addendum 1D**

**ASSESSMENT DATA  
REFERENCED AGAINST NATIONAL NORMS**

**Rosemont School of the Holy Child**

CTP III & IV  
Fall Testing Program  
(Educational Records Bureau)

School percentile for each grade (except grades 2 & 3 – see pages 23 & 24).  
No students are excluded from a test.

	CTP 4	CTP 4	CTP 3
	2003-2004	2002-2003	2001-2002
Testing Month	November	November	November
<b>Grade 6</b>			
<b>Mathematics</b>	<b>87%</b>	<b>89%</b>	<b>90%</b>
Number of students tested	27	27	26
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

**Addendum 1E**

**ASSESSMENT DATA  
REFERENCED AGAINST NATIONAL NORMS**

**Rosemont School of the Holy Child**

CTP III & IV  
Fall Testing Program  
(Educational Records Bureau)

School percentile for each grade (except grades 2 & 3 – see pages 23 & 24).  
No students are excluded from a test.

	CTP 4	CTP 4	CTP 3
	2003-2004	2002-2003	2001-2002
Testing Month	November	November	November
<b>Grade 5</b>			
<b>Reading Comprehension</b>	<b>76%</b>	<b>74%</b>	<b>81%</b>
Number of students tested	27	27	28
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

**Addendum 1F**

**ASSESSMENT DATA  
REFERENCED AGAINST NATIONAL NORMS**

**Rosemont School of the Holy Child**

CTP III & IV  
Fall Testing Program  
(Educational Records Bureau)

School percentile for each grade (except grades 2 & 3 – see pages 23 & 24).  
No students are excluded from a test.

	CTP 4	CTP 4	CTP 3
	2003-2004	2002-2003	2001-2002
Testing Month	November	November	November
<b>Grade 5</b>			
<b>Mathematics</b>	<b>90%</b>	<b>79%</b>	<b>88%</b>
Number of students tested	27	27	28
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

**Addendum 1G**

**ASSESSMENT DATA  
REFERENCED AGAINST NATIONAL NORMS**

**Rosemont School of the Holy Child**

CTP III & IV  
Fall Testing Program  
(Educational Records Bureau)

School percentile for each grade (except grades 2 & 3 – see pages 23 & 24).  
No students are excluded from a test.

	CTP 4	CTP 4	CTP 3
	2003-2004	2002-2003	2001-2002
Testing Month	November	November	November
<b>Grade 4</b>			
<b>Reading Comprehension</b>	<b>84%</b>	<b>78%</b>	<b>86%</b>
Number of students tested	29	26	28
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

**Addendum 1H**

**ASSESSMENT DATA  
REFERENCED AGAINST NATIONAL NORMS**

**Rosemont School of the Holy Child**

CTP III & IV  
Fall Testing Program  
(Educational Records Bureau)

School percentile for each grade (except grades 2 & 3 -- see pages 23 & 24).  
No students are excluded from a test.

	CTP 4	CTP 4	CTP 3
	2003-2004	2002-2003	2001-2002
Testing Month	November	November	November
<b>Grade 4</b>			
<b>Mathematics</b>	<b>90%</b>	<b>89%</b>	<b>78%</b>
Number of students tested	29	26	28
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

## Addendum 1I

### ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

#### Rosemont School of the Holy Child

CTP III & IV  
Fall Testing Program  
(Educational Records Bureau)

The testing company **does not have scaled scores or national percentiles** for the criterion referenced testing for **CTP 4** at the third grade level.

	CTP 4	CTP 4	CTP 3
	2003-2004	2002-2003	2001-2002
Testing Month	November	November	November
<b>Grade 3</b>			
<b>Reading Comprehension</b>	<b>NA</b>	<b>NA</b>	<b>82%</b>
<b>Mathematics</b>	<b>NA</b>	<b>NA</b>	<b>88%</b>
Number of students tested	36	28	28
Percent of students tested	100	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	2.8%	0	0

## Addendum 1J

### ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

#### Rosemont School of the Holy Child

CTP III & IV  
Fall Testing Program  
(Educational Records Bureau)

The testing company **does not have scaled scores or national percentiles** for the criterion referenced testing for **CTP 4** at the second grade level.

	CTP 4	CTP 4	CTP 3
	2003-2004	2002-2003	2001-2002
Testing Month	November	November	November
<b>Grade 2</b>			
<b>Reading Comprehension</b>	<b>NA</b>	<b>NA</b>	<b>85%</b>
<b>Mathematics</b>	<b>NA</b>	<b>NA</b>	<b>95%</b>
Number of students tested	28	40	28
Percent of students tested	100	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	3.6%	0	0