

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name Our Lady of Lourdes School
(As it should appear in the official records)

School Mailing Address 2710 Overbrook Drive
(If address is P.O. Box, also include street address.)

Raleigh NC 27608-1508
City State Zip Code+4 (9 digits total)

County Wake State School Code Number* N/A

Telephone (919) 861-4618 Fax (919) 420-2188

Web site/URL http://www.olls.org E-mail rscripko@olls.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 _____

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

District Name Diocese of Raleigh Tel. (919) 821-9748

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

(Superintendent's Signature) Date _____

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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 2006-2007 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 2001 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

All data are the most recent year available.

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

1. Number of schools in the district: 23 Elementary schools
 Middle schools
 Junior high schools
 1 High schools
 Other
- 24 TOTAL
2. District Per Pupil Expenditure: \$3,800
 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. 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	N/A	N/A	N/A	7	27	32	59
K	27	25	52	8	37	18	55
1	26	29	55	9			
2	32	22	54	10			
3	27	30	57	11			
4	28	32	60	12			
5	27	33	60	Other			
6	31	29	60				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							512

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>92</u> | % White |
| <u>3</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>3</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% | Total |

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

7. Student turnover, or mobility rate, during the past year: 4 %

[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	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	22
(4)	Total number of students in the school as of October 1	500
(5)	Total transferred students in row (3) divided by total students in row (4)	.044
(6)	Amount in row (5) multiplied by 100	4.4

8. Limited English Proficient students in the school: $\frac{.3}{2}$ %
Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Vietnamese

9. Students eligible for free/reduced-priced meals: 2 %
Total number students who qualify: 7

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: $\frac{13}{67}$ %
 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>16</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>3</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	

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>7</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>5</u>
Support staff	<u>2</u>	<u>4</u>
Total number	<u>30</u>	<u>17</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 20:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97 %	97 %	97 %	97 %	96 %
Daily teacher attendance	96 %	96 %	96 %	96 %	97 %
Teacher turnover rate	4 %	8 %	*35 %	4 %	0 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	%	%	%	%	%

*Higher teacher turnover rate is primarily due to spousal transfers.

PART III – SUMMARY

The mission of Our Lady of Lourdes School, a parochial Catholic school located in Raleigh, is education, worship, and the building and living of a faith community. The school's mission shows a commitment on the part of the staff to Christian education by instilling in students a love of God, knowledge of His works, and a desire to live according to Christian ideals and principles. The mission statement also includes a belief that faculty and parents working together in mutual respect and reverence provide an important witness for students as they grow and develop. In addition, the mission statement supports the belief that education should enhance the social development of each student and teach responsibility and service to the community. Christian values and a spirit of freedom are encouraged while recognizing the value of self-discipline and individual initiative.

Our Lady of Lourdes Church and School were founded in 1954 as a mission church and school. When the school opened on October 25, 1954, enrollment was 115 in grades one through six. The school population grew rapidly by adding a kindergarten and seventh grade in 1955 and an eighth grade in 1956. In 1986 the school expanded its facility by adding a science lab, computer lab, and library.

With the Catholic population increasing in Raleigh, the school began to double its size in 1992 by gradually adding a second class at each grade level. The school purchased trailers for this expansion. In June 1996 construction began for a new primary building (\$3.3 million). The school completed this project in August 1997. The new school building added 10 classrooms to house kindergarten through fourth grade, administrative offices, and two art classrooms. In addition, the original school building was renovated to provide more space for middle school students, Spanish, music, and algebra classes. In 2000, the school added a curriculum assistance room where assistance to middle school students experiencing academic difficulties is provided. The school population is now 512.

The school is always striving for excellence with a goal of educating a well-rounded Christian student who will be self-confident and an asset to the community. The staff guides the students with high academic standards, the latest technology, varied cocurricular activities, and community service opportunities. As is evidenced by national test scores, Our Lady of Lourdes School offers students an outstanding academic experience. Students not only study core subjects (language arts, social studies, religion, math, and science), but they are also exposed to enrichment specials (computers, physical education, library, Spanish, art, and music). Each year a number of students qualify to participate in Duke University's Talent Identification Program, and upon graduating from middle school, many students are placed in honors courses in area high schools. Lourdes regularly has a large percentage of graduates who are inducted in National Honor Society at the high school level.

Students also have many cocurricular opportunities from which to choose: Science Olympiad, student council, band, chess club, yearbook, drama club, honors choir, and a full-year sports program including soccer, volleyball, basketball, baseball, cheerleading, and lacrosse. In addition, a middle school elective program provides additional academic, artistic, and athletic opportunities. At the same time, the school encourages a multitude of community service and charitable projects to be done by individual classes and as an entire school. For example, last year the school adopted a Louisiana family displaced by Hurricane Katrina. Long-standing service projects also include school wide recycling and providing lunches for a local homeless shelter.

To reach educational goals, physical expansion of the present facilities will be necessary. Future building plans include the addition of a new cafeteria, gymnasium, and media center. Long-range planning includes an endowment established in 1998 and the hiring of a Director of Admissions and Development in 2004. Our Lady of Lourdes School is a progressive school community, an educational leader in the Diocese of Raleigh. The staff plays critical roles on diocesan teams developing curriculum for the Catholic School Department. Our Lady of Lourdes School is pleased with the successes that have been achieved over the past 52 years and looks toward many more achievements as part of a bright future.

PART IV– 1. ASSESSMENT RESULTS

Each October the students of Our Lady of Lourdes School take the Iowa Tests. This standardized test has been designed to help our school in three ways. First of all, the test results give the staff vital information concerning teacher instruction in the classroom. Second, these test results give students and their families important information in terms of year to year educational growth. Finally, the test results help the staff identify how a class of students has progressed from year to year in terms of mastering the school's curriculum. In the Diocese of Raleigh, the Iowa Tests, an achievement test, is administered in grades 3, 4, 5, 6, 7, and 8. These test scores are normed on students who take the test in the fall. When looking at the test results, one needs to keep in mind that the 50th percentile is considered average and where students are expected to perform.

The Iowa scores are reported to parents in two ways: 1) National Student Norm and 2) School Norm. The National Student Norm is the average percentile of the students at Our Lady of Lourdes as compared with the norm sample. This norm sample is based on students in the same grade who were tested at the same time of year throughout the nation in terms of region, enrollment size, and socioeconomic status. The School Norm is the Our Lady of Lourdes percentile average based on all the schools that nationally took the test.

As one takes a closer look at the test scores for 2005, several points need to be made when interpreting these test scores. First of all, these results are given as percentile ranking and not percentages. For example, take a look at Lourdes' third grade National Student Norm percentile ranking for reading. The third graders scored at the 86th percentile. This means that Lourdes' third graders scored higher than 86 percent of the third graders in the nation who took this reading part of the test in the fall. This also means that 14 percent of the third graders in the nation who took this reading section scored higher than Lourdes' third graders. Second, when interpreting the third grade reading test result in terms of the School Norm percentile ranking, one sees that the score is in the 99th percentile. Again this means that as a school, Lourdes' third grade reading score was higher than 99 percent of the schools in the nation who took this reading part of the test in the fall. This also means that only 1 percent of the schools in the nation who took this reading section scored higher than Lourdes.

Also, the scores given are total scores for reading and math. The total score for reading includes a vocabulary subtest and a reading comprehension subtest. The total score for math includes a problem solving portion, a data interpretation section, and a math computation test. In addition, as a school the faculty continues to work on the Iowa scores so that a measurable plateau (a National Student Norm score between the 80th and the 84th percentile for students in the fifth and eighth grades in terms of core reading and mathematics scores) can be achieved by the fall of 2007. The school has presently achieved this measurable plateau for the 8th grade with an 88th percentile score for core reading and an 84th percentile score for core math. Although the school has reached the measurable plateau for the 5th grade for core reading by earning an 89th percentile score, the faculty continues to work on the core math score since the 5th graders scored in the 76th percentile. This measurable plateau is part of Lourdes' yearly action plan formulated by the School Improvement Committee, an important part of the Southern Association of Colleges and Schools accreditation process. Finally, as one looks over the 2005 scores, one realizes that these test scores show once again that Lourdes continues to do well on the Iowa Tests. This happens each year because of the school's strong academic program and excellent teaching staff.

PART IV– 2. USING ASSESSMENT RESULTS

Our Lady of Lourdes School uses assessment data in several ways to understand and improve student and school performance. First of all, once the assessment data arrives at the school, teachers come together as a faculty to discuss and analyze this data. Teachers discuss the highs and lows of the scores and then define areas of improvement. For example, when the staff noticed low vocabulary scores for the upper grades (grades 5-8), the school instituted a vocabulary program in those grades. Test results

have shown that this program has made a difference in improving student vocabulary scores.

In addition, the faculty regularly breaks into level groups (K-2, 3-5, 6-8) to analyze further these results. At these meetings, teachers concentrate on two points: areas of improvement for each level group and adaptation of curriculum changes without neglecting other content areas. These assessment results are used for student mastery of introduced skills so that the students can apply these skills at the next levels of development. For example, third grade teachers saw that students had low scores in Usage and Expression as well as Math Computation that possibly affected performance in fourth and fifth grades. Teachers began using a daily oral language program and included more math drill in the daily plan to help students master the basic grammar skills and mathematical operations. Both moves have given students a solid grammar and math foundation.

Finally, since the school has two classes per grade level, the grade level teachers meet to discuss the testing results. Teachers carefully pinpoint students with specific academic lows. Decisions are then made as to how to help these students achieve greater academic success. In many cases students utilize in-house tutoring resources (K-4 and 5-8) to strengthen individual basic skills as well as the school's overall performance. Also, at these meetings teachers collaborate to find the best teaching methods for specific concepts and the overall general curriculum to reach all students.

PART IV– 3. COMMUNICATING ASSESSMENT RESULTS

Since strong home and school communication is a major part of the basic philosophy of Our Lady of Lourdes School, it is important for parents and students to understand student performance. Thus, the school informs parents and students regularly of progress through daily classroom assessments, signed tests and folders, mid-quarter progress reports, quarterly report cards, and student standardized testing results. Teachers and individual students discuss on a regular basis academic progress. Each October formal parent-teacher conferences take place to discuss student performance. In addition, the principal looks over progress reports and report cards each quarter to check student academic work. He meets with students who are not performing at acceptable ability levels to offer words of encouragement and brainstorm on how the students can do better. The principal also receives a set of graded papers from all teachers once a month to check student work.

In addition, the diocesan school office receives a complete report of Our Lady of Lourdes School test results each year. Since the Southern Association of Colleges and Schools accredits the school, building scores are also reviewed during the self-study cycle. The school successfully completed its SACS accreditation visit in October; this was a five year review. Building reports of standardized test scores are also shared annually with the parents through a Wednesday mailer letter. A printed report is sent home to every family with the second quarter report card. A person from Riverside Testing has been periodically asked to speak at Home and School Association Meetings to interpret the test results for parents and answer questions.

In terms of the local community, test results are shared with the parish once a year in a letter that appears in the church bulletin. The quarterly honor roll, middle school honors assembly participants, and graduation academic awards are also listed in the church bulletin. Also, test results are given to prospective families to emphasize the school's strong academic program.

PART IV– 4. SHARING SUCCESS

It is not only important for Our Lady of Lourdes School to have successes but also for the school to share these successes with other schools in a variety of ways. First of all, the principal shares the school's successes with other principals at the quarterly principals' meetings and the bi-monthly principals' cluster meetings. Second, the administration and staff are encouraged to participate in diocesan and statewide committees. Recently, faculty members served on diocesan committees for new social studies and technology curricula, and another teacher served on the new statewide Catholic school

writing assessment committee. In addition, the administration encourages staff members to serve on accreditation teams and to participate in and offer presentations at workshops and conferences where they can share success stories with other schools. Each summer several teachers participate in and present at the Cardinal Gibbons High School Summer Teachers' Conference. Whenever diocesan level meetings are held, Lourdes' staff members are actively involved in such meetings sharing the school's successes.

Believing that it is important for Our Lady of Lourdes School to be a team player with other schools, the administration and staff have an open door policy for diocesan leaders, local school administrators, and teachers to utilize the school as a resource to answer questions or guide a school in starting new programs. Because of its many successful and established programs, Lourdes has helped other schools begin a hot lunch program, a Booster Club, gift card fundraising programs, technology program, and an after school program. The staff also shares teaching resources for music, physical education, art, and technology with other schools. Recently, Lourdes helped a school strengthen its middle school discipline policy by allowing the school's administration and teachers to observe how our program works. In addition, the school counselor shares resources and program information with other Catholic school counselors at monthly meetings. Some examples include the Second Step anti-bullying program, the Peacemakers peer mediation program, cybercrime prevention resources, and the implementation of modifications for students with learning differences. The school has always welcomed struggling teachers from other schools to observe the strong teaching staff. Several staff members have also served on other school advisory boards which allow them to share successes. Finally, if something needs to be done on a diocesan level, the superintendent and his staff know they can always count on Our Lady of Lourdes to offer assistance.

PART V – 1. CURRICULUM

A solid curriculum has been developed at Our Lady of Lourdes School that provides students with significant and challenging content. Being a small school greatly simplifies communication between disciplines and grade levels thereby allowing for cross content skill development and subject integration. For example, the language arts curriculum requires eighth grade students to produce a research paper. The language arts and social studies teachers work together with the students on this project. In addition, the art program enhances math through the use of geometric shapes, and school's commitment to Spanish language instruction creates a unique opportunity to investigate other cultures thereby enriching the social studies curriculum. The science and computer science teachers also work together as middle school students create charts for their science lab reports. These opportunities allow students to comprehend more fully the integration of various academic areas.

The following is a synopsis of curriculum at Our Lady of Lourdes School by academic area:

- a. Language Arts:** Language arts curriculum includes reading readiness, reading, composition, phonics, grammar, spelling, and handwriting. The purpose of the language arts curriculum is to promote all forms of communication. In order to accomplish this goal, our program attempts to provide an atmosphere that encourages verbalization and the development of listening skills while allowing opportunities for many forms of reading and writing.
- b. Mathematics:** The math education goals published by the National Council of Teachers of Mathematics have been implemented throughout a spiraling curriculum. Our philosophy stresses basic math skills in conjunction with the ability to become more adept at problem solving, reasoning, and group interactions.
- c. Social Studies:** The social studies curriculum explores history, geography, economics, cultural studies, and the individual's place in society. The exploration of rules and laws helps children to develop into a productive citizen with a keen awareness of the different cultures in the global community. As a religious school the staff has the unique opportunity to include religious history as part of the curriculum. The study of mankind is enhanced through the study of the spiritual nature of man. This comprehensive scope clearly demonstrates to students the need for tolerance of all people and cultures.

d. Science: The science curriculum is an investigative program whereby students have many hands-on experiences as they learn basic scientific principles. Students study the fields of physical science, life science, and earth science each school year. Lab work is a critical part of the upper level science program.

e. The Arts: Allowing God to continue to create through every child is the core of the arts curriculum. The visual arts program seeks to open students' eyes, spark their imaginations, direct their hands, and channel their intellect to explore media and techniques, learn the elements and principles of design, and enhance their problem solving and communication skills. Music provides an atmosphere in the school of joy, spirit, praise, and acceptance. The goals of the music program are to promote an appreciation of music and to encourage personal expressions of music.

f. Spanish: Exposure to other languages and cultures is a vital part of education in a global society. The Spanish program introduces students to the four basic language skills—listening, speaking, reading, and writing. When acquiring these four basic skills, students progress naturally as they do when learning their first language. The greatest strength of the Spanish program is the development of a knowledge and appreciation of the Spanish culture. Spanish is part of Lourdes' middle school core curriculum with all seventh graders having daily 23 minute classes and all eighth graders having daily 46 minute classes.

g. Religion: As expressed in our philosophy, all academic areas are permeated with the message of love and the vitality of Christ's presence. The development of a moral conscience and a firm faith foundation are the primary goals of our religion curriculum. Areas of study include formal prayer, an understanding of the Catholic Church, the life of Jesus Christ, the tenants of the Roman Catholic faith, the history of the Church, and the Bible.

h. Computer: The computer curriculum is based on the premise that computers facilitate and enhance learning. An emphasis is placed on developing students' skills in areas such as keyboarding, basic maintenance, and the vocabulary of terminology, but more importantly the objective is to instill an appreciation of how technology can assist learning.

PART V – 2a. READING

Lourdes' reading program is designed to reach all levels of learners as well as implement the North Carolina reading standards. This program is a part of a complete language arts program that includes reading, phonics, spelling, literature, grammar, and writing. The staff chose this program to give students many reading opportunities with their language arts usage by using different teaching strategies for students to become successful readers.

Primary—The primary level reading program introduces the children to many different literary styles and genres. The students read and work in basal texts, reading booklets, poems, and novels. Skills addressed at this level include everything from reading readiness and phonetic awareness to spelling, sight word and vocabulary development, from reading comprehension to basic story analysis. The students participate in reading groups, read-aloud time, library time, and silent reading periods.

Intermediate—The intermediate reading curriculum uses a basal reader and several novels as the basis of the program. A wide variety of literary genre is used to study vocabulary, word skills, comprehension skills, phonics, and literary styles. Literature circles, book reports, library time, read-aloud time, and DEAR (Drop Everything And Read) time are used to encourage individual recreational reading. Individual needs are met by using small groups, teaching assistants, and parent volunteers.

Middle—The goal of the middle school reading program is to impart to all students an appreciation for reading as well as the skills needed to think critically about the text. Five main genres are covered in class: novels, short stories, plays, poetry, and non-fiction. Within each genre the students begin to read between the lines and bring their understanding to the next level. Students learn everything from aim and purpose to summarizing and analyzing information after reading. Vocabulary study and dictionary skills are developed in the program. Students strengthen their reading skills through reading aloud, silent reading, journaling, group discussions, projects, presentations, and essays.

PART V– 3. ADDITIONAL CURRICULUM AREA (Mathematics)

Goals published by the National Council of Teachers of Mathematics and the North Carolina Council of Teachers of Mathematics are implemented throughout a spiraling curriculum. Since part of Lourdes’ mission is to prepare students to meet the challenges of a changing world, the math curriculum reinforces foundational skills, thus putting forth the students’ needs, interests, and abilities at the forefront of the curriculum. Lourdes’ mission also stresses basic math skills in conjunction with adeptness at problem solving, reasoning, and group interactions so that students leave school with a rock-solid foundation and understanding of mathematics.

Primary – The primary level integrates all areas of mathematics including basic skills such as the recognition of numbers, shapes, and patterns. These skills will be needed to solve more complex, multiple step word problems. The use of manipulatives provides “hands-on” opportunities to reinforce math skills at all levels. A main goal at this level is the development of a basic number sense and the ability to recognize patterns.

Intermediate – The goal of the intermediate curriculum is to reinforce basic facts and enhance the application of math skills to everyday life. The curriculum focuses on competency in two-digit multiplication, division, fractional parts, computing decimal place with accuracy, geometric attributes, and problem solving. Students demonstrate problem solving skills by writing a daily equation.

Middle School – All sixth grade students take grade level math where the goal is to review and reinforce basic math skills and operations by emphasizing fractions, decimals, integers, rational numbers, and linear equations. Readiness for secondary math is the overriding goal of the seventh and eighth grade math programs. Children develop in different rates so small separated math classes in seventh and eighth grades provide the best opportunity for all students to experience success. Seventh grade students who have mastered basic functions study pre-algebra in preparation for a full year of algebra at the eighth grade level. Students requiring additional time are given the seventh grade year to gain competence in math and take pre-algebra instruction in the eighth grade.

PART V – 4. INSTRUCTIONAL METHODS

Key elements of Our Lady of Lourdes School’s educational philosophy include that teachers strive to educate the whole child and reach all students with their different learning styles. In order for students to be successful in the classrooms, teachers utilize a variety of instructional methods. An example of these instructional methods would be what is seen in language arts classes. Small groups help to reinforce reading skills and problem areas. The teacher and teaching assistants use additional reading materials to address difficulties the students have with vocabulary or comprehension. Graphic organizers, listening centers, and computer programs assist in reteaching and reinforcing these skills. The writing curriculum introduces the students to a variety of writing styles and genre writing. The students are encouraged to write daily through journal entries and writing tasks during reading and English instruction. These writing skills are also integrated across the curriculum. In addition, students in K-4 who have language arts difficulties work with a full-time tutor; students in grades 5-8 work with a part-time curriculum assistance teacher. Students who are more advanced work at an accelerated pace or are provided more challenging work to meet their academic needs.

All instructional methods are used to instill in the children a sense of success in learning. Utilizing methods from peer tutoring and memory challenges to hands-on experiments and modeling is beneficial in allowing the children to grow as successful learners and enable them to find the best way to process information they need to master. Differentiated learning is key in the overall success of all the children in a classroom. At the same time the staff uses methods of teaching that are in line with multiple intelligences. They understand that all students learn differently; therefore, through a variety of instructional methods, the children at Our Lady of Lourdes School can reach their individual goals effectively.

PART V – 5. PROFESSIONAL DEVELOPMENT

The school's professional development program provides each staff member with both individual and group professional growth experiences. Teachers are required to meet or exceed the minimum number of continuing education credits for teaching licensure in the state of North Carolina. The school encourages and empowers teachers to do this by requesting that they set annual goals at the beginning of the year. Each staff member receives money from the school and the Home and School Association to take workshops and courses to help them meet these goals. Teachers use some of this money for memberships in professional organizations such as the International Reading Association or the North Carolina Math Association. Also, teachers are required to attend all diocesan inservices and encouraged to participate in the National Catholic Education Association Convention. Last year four teachers attended this convention in Atlanta; this year five teachers will be attending the convention in Baltimore. When they return these teachers do an inservice for the rest of the staff.

As a faculty a theme is set for group professional growth each year. This theme is carried through during the monthly faculty meetings. Last year the faculty worked on teaching writing across the curriculum. Experts in this field gave presentations, and the faculty brainstormed on activities to strengthen this concept for students. Teachers also set writing expectations for each grade level. Because of these efforts, students' writing scores increased on the Catholic School Writing Assessment given last spring. This year the faculty is working on conflict resolution as part of the communication skills curriculum since Lourdes has begun a school wide peer mediation program. The staff is also committed to the integration of technology as part of our annual professional development program. Every year our technology coordinator offers staff inservices to improve technology skills. As the administrators and faculty plan the professional development program each year, they never lose sight of what is best for the individual staff members, the faculty as a whole, and the academic benefits of the students and school.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

- National Catholic Education Association
Southern Association of Colleges and Schools
1. Private school association(s): _____
(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 No _____

 3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

$\frac{\$ 3,900}{\text{K}}$	$\frac{\$ 3,900}{1^{\text{st}}}$	$\frac{\$ 3,900}{2^{\text{nd}}}$	$\frac{\$ 3,900}{3^{\text{rd}}}$	$\frac{\$ 3,900}{4^{\text{th}}}$	$\frac{\$ 3,900}{5^{\text{th}}}$
$\frac{\$ 3,900}{6^{\text{th}}}$	$\frac{\$ 3,900}{7^{\text{th}}}$	$\frac{\$ 3,900}{8^{\text{th}}}$	$\frac{\$ ______}{9^{\text{th}}}$	$\frac{\$ ______}{10^{\text{th}}}$	$\frac{\$ ______}{11^{\text{th}}}$
$\frac{\$ ______}{12^{\text{th}}}$	$\frac{\$ ______}{\text{Other}}$				

 4. What is the educational cost per student? \$ 2,914
(School budget divided by enrollment)

 5. What is the average financial aid per student? \$ 975

 6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4 %

 7. What percentage of the student body receives scholarship assistance, including tuition reduction? 12 %

ITBS TABLE FOR READING – GRADE 3
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 3 Test ITBS

Edition/Publication Year A/2001 Publisher Riverside Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES					
Total Score	86	86	85		
Number of students tested	50	57	57		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	3	3		
Percent of students alternatively assessed	0	5	5		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ITBS TABLE FOR MATHEMATICS – GRADE 3
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 3 Test ITBS

Edition/Publication Year A/2001 Publisher Riverside Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES					
Total Score	82	80	77		
Number of students tested	50	57	57		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	3	3		
Percent of students alternatively assessed	0	5	5		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ITBS TABLE FOR READING – GRADE 4
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 4 Test ITBS

Edition/Publication Year A/2001 Publisher Riverside Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES					
Total Score	89	88	91		
Number of students tested	56	61	54		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	3	4	0		
Percent of students alternatively assessed	5	6	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ITBS TABLE FOR MATHEMATICS – GRADE 4
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 4 Test ITBS

Edition/Publication Year A/2001 Publisher Riverside Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES					
Total Score	81	77	82		
Number of students tested	56	61	54		
Percent of total students tested	100	98	98		
Number of students alternatively assessed	3	4	0		
Percent of students alternatively assessed	5	6	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ITBS TABLE FOR READING – GRADE 5
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 5 Test ITBS

Edition/Publication Year A/2001 Publisher Riverside Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES					
Total Score	89	91	88		
Number of students tested	60	58	54		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	4	1	2		
Percent of students alternatively assessed	6	1	3		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ITBS TABLE FOR MATHEMATICS – GRADE 5
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 5 Test ITBS

Edition/Publication Year A/2001 Publisher Riverside Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES					
Total Score	76	81	84		
Number of students tested	60	58	54		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	4	1	2		
Percent of students alternatively assessed	6	1	3		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ITBS TABLE FOR READING – GRADE 6
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 6 Test ITBS

Edition/Publication Year A/2001 Publisher Riverside Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES					
Total Score	89	88	88		
Number of students tested	60	56	54		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	5	1	5		
Percent of students alternatively assessed	8	1	9		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ITBS TABLE FOR MATHEMATICS – GRADE 6
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 6 Test ITBS

Edition/Publication Year A/2001 Publisher Riverside Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES					
Total Score	85	87	86		
Number of students tested	60	56	54		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	5	1	5		
Percent of students alternatively assessed	8	1	9		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ITBS TABLE FOR READING – GRADE 7
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 7 Test ITBS

Edition/Publication Year A/2001 Publisher Riverside Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES					
Total Score	90	88	87		
Number of students tested	57	53	57		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	6	5		
Percent of students alternatively assessed	3	11	8		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ITBS TABLE FOR MATHEMATICS – GRADE 7
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 7 Test ITBS

Edition/Publication Year A/2001 Publisher Riverside Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES					
Total Score	86	84	87		
Number of students tested	57	53	57		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	6	5		
Percent of students alternatively assessed	3	11	8		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ITBS TABLE FOR READING – GRADE 8
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 8 Test ITBS

Edition/Publication Year A/2001 Publisher Riverside Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES					
Total Score	88	86	88		
Number of students tested	56	58	59		
Percent of total students tested	98	100	96		
Number of students alternatively assessed	7	4	5		
Percent of students alternatively assessed	12	6	8		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ITBS TABLE FOR MATHEMATICS – GRADE 8
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 8 Test ITBS

Edition/Publication Year A/2001 Publisher Riverside Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES					
Total Score	84	85	88		
Number of students tested	56	58	59		
Percent of total students tested	98	100	96		
Number of students alternatively assessed	7	4	5		
Percent of students alternatively assessed	12	6	8		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					