

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

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

Name of Principal: Ms. Tricia DeWitt

Official School Name: Immaculate Heart of Mary Catholic School

School Mailing Address:  
2855 Briarcliff Road  
Atlanta, GA 30329-2586

County: DeKalb State School Code Number\*:

Telephone: (404) 636-4488 Fax: (404) 636-1853

Web site/URL: www.ihmschool.org E-mail: tdewitt@ihmschool.org

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

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

Name of Superintendent\*: Ms. Diane Starkovich

District Name: Archdiocese of Atlanta Tel: (404) 885-7428

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

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

Name of School Board President/Chairperson: Mr. Mark Mancinelli

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

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

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

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

## PART I - ELIGIBILITY CERTIFICATION

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

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

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

Does not apply to private schools

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

3. Category that best describes the area where the school is located:

Urban or large central city

Suburban school with characteristics typical of an urban area

Suburban

Small city or town in a rural area

Rural

4.   6   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			0	7	24	36	60
K	20	28	48	8	27	33	60
1	20	32	52	9			0
2	26	24	50	10			0
3	20	32	52	11			0
4	25	28	53	12			0
5	28	32	60	Other			0
6	26	34	60				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							495

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
5 % Asian  
6 % Black or African American  
14 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
72 % White  
3 % Two or more races  
**100 % Total**

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

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	495
(5)	Total transferred students in row (3) divided by total students in row (4).	0.006
(6)	Amount in row (5) multiplied by 100.	0.606

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

Total number limited English proficient 0

Number of languages represented: 6  
Specify languages:

Spanish, Vietnamese, Mandarin, Portuguese, Hindi and Korean

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 16

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 48

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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>29</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>6</u>
Support staff	<u>6</u>	<u>5</u>
Total number	<u>42</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	99%	99%	98%	98%	98%
Daily teacher attendance	96%	96%	96%	98%	98%
Teacher turnover rate	14%	13%	13%	5%	8%

Please provide all explanations below.

The average length of teaching service at Immaculate Heart of Mary Catholic School is 10 years. Recently we have experienced a higher number of teachers retiring, choosing to stay home after the birth of a child or relocating out of state with their families than in previous years.

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

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

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

## PART III - SUMMARY

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Immaculate Heart of Mary Catholic School (IHM) in Atlanta, Georgia, has a proud, 50 year tradition of preparing our diverse student body for academic success. The school accomplishes this in a unique environment of family community.

The school, founded by the Grey Nuns of the Sacred Heart, opened its doors to 230 students in August 1958. While the sisters have not been with the school for many years, their core philosophies continue to guide IHM. The school's belief is that a child's development potential depends upon his or her ability to learn with understanding, curiosity, and enjoyment. Its mission is to model Gospel values while striving for excellence in order to develop positive, productive members of society.

IHM offers a complete academic curriculum under the direction of an accomplished, certified, and dedicated faculty. Fifty-four faculty and staff serve approximately 500 students. In order to attain the school's educational goals, a wide range of studies is offered to instruct and challenge students by meeting their distinct needs and interests. In addition to the seven core subjects - religion, English, literature, math, science, social studies, and Spanish, all students benefit from physical education, art, music, library skills, computer skills, and drug awareness courses. Character values, self-improvement, and interpersonal relationships are explored through the guidance program. IHM pursues these educational goals in a manner that emphasizes Gospel virtues and reinforces the importance of service.

Leadership skills are recognized and developed through organizations such as National Junior Honor Society, Student Council, Safety Patrol, and Altar Servers. Math, writing, oratorical, and spelling contests are held to challenge IHM's students. To educate the whole child, teachers sponsor extra-curricular band, chorus and theater groups. They also sponsor academic enrichment opportunities such as Academic Bowl, Math Counts, Lego-Robotics, and Chess Club.

IHM is dually accredited by the Southern Association of Independent Schools and the Southern Association of Colleges and Schools. The quality of its programs is demonstrated by the performance of IHM's students and graduates. Standardized test results consistently rank the school in the top 10 percent nationally and parents value the school's ability to prepare their children for successful experiences in competitive high school and college preparatory programs. Students at IHM excel in these academic challenges. Some excel in arts and sports. Still others pursue leadership roles. This is the legacy of IHM School.

One of IHM's greatest assets is its diverse student body. The school welcomes students of various ethnic and religious backgrounds. It draws students from many corners of the surrounding metropolitan area and from over 30 Catholic parishes. The school believes that this diversity creates an environment that models the world in which its children will be living. IHM respects Hispanic Heritage and African-American months with academic programs and recognizes other cultural celebrations throughout the school year. The school has also developed a multi-cultural week to recognize other ethnicities.

The IHM community refers to itself as "family" and strives to ensure that faculty, parents and guardians, and students feel appreciated and valued for their unique contributions. Parents and guardians actively partner with the school to help enhance student learning experiences. Because of this exceptional relationship, Immaculate Heart of Mary Catholic School is distinguished nationally as a PTA Parent Involvement School of Excellence for 2004-2007 and 2008-2011.

This year Immaculate Heart of Mary Catholic School is recognizing its 50th anniversary. It is a special opportunity to honor the school's past and celebrate its present as IHM envisions its next 50 years of

academic excellence.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

As a private school in Georgia, Immaculate Heart of Mary Catholic School does not participate in the state's mandated testing program. The school follows the guidelines established by the Archdiocese of Atlanta for testing which require the administration of the Iowa Test of Basic Skills (ITBS), a norm-referenced test published by Riverside ([www.riversidepublishing.com](http://www.riversidepublishing.com)). The ITBS measures student performance in the areas of language arts, math, social studies, and science. In March grades one through eight are tested and the results are used to help the school develop a comprehensive plan to address areas that need improvement. To supplement the analysis of the ITBS scores, Cognitive Abilities Test (CogAT) is also given in second, fifth and seventh grades. Students in fifth and eighth grades participate in a national religion assessment tool offered through the National Catholic Educational Association.

IHM School consistently posts Reading and Math scores in the top ten percent of reported ITBS scores. Within the past five years, all grades have scored within this range with two exceptions. A one point variance occurred in 2006 with the introduction of a new math program in first grade and a one point variance was reported in 2007 when a new teacher was hired to teach sixth grade math.

Another reflection of academic excellence is found comparing student ITBS scores to predicted averages based upon CogAt results. Students at IHM perform higher than predicted in both Reading and Math. Further, there does not appear to be an appreciable pattern of difference regarding the Hispanic subgroup results.

From analyzing data, new programs have been adopted to improve student performance on standardized tests. Everyday Math was implemented over a period of three years in first through fifth grades. Test scores from 2007-2008 did show gains in the grades using this program. To improve math computation skills, students in first through seventh grades are supported by a web-based program called First in Math. A local Catholic school is partnering with IHM in friendly competition to motivate students to practice computation skills. As further incentive to practice these skills, daily computation grades are included on report cards. Classes in the middle school are ability grouped to help teachers effectively differentiate instruction.

Reading test results are strong across all grade levels but teachers noticed comprehension was an area that needed improvement. Recognizing that reading impacts other subject areas, especially science and social studies, professional development for the past two years has focused on reading strategies across the curriculum. Grammar was identified as an area needing improvement which resulted in the addition of Daily Grammar Practice in all grades.

All schools under the umbrella of the Office of Catholic Schools administer the National Catholic Educational Association Assessment of Catechesis/Religious Education (ACRE). The results of the current eighth grade class at IHM were above the national average in all four areas of the test. The assessment data validates that the spiritual component of IHM's educational program, the essence of our school mission, is impressively strong.

Testing data, combined with various classroom assessments, help teachers meet the individual needs of the students. Teachers have been trained to look at student grade equivalents to mark individual student growth from year to year in addition to percentile rankings. Success is measured not only in standardized test scores but also in the record number of students, ninety-three percent over the past five years, accepted into their high school of choice. Additionally, local high schools regularly express appreciation to IHM School for the lack of disparity between standardized testing and report card grades of entering freshman.

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

Each spring, when ITBS results are available, teachers and administrators at Immaculate Heart of Mary Catholic School review the data at faculty meetings and during post planning to monitor individual students as well as identify trends among subject areas and different grade levels. Results of individual Cognitive Skills Index scores are also reviewed to determine if students are obtaining anticipated scores. To assist in this process, the school provides professional development to help teachers understand standardized testing data.

Throughout the school year, the analysis of data helps determine priorities for professional development as well as establishes the agenda for vertical subject area teachers to ensure curriculum alignment between grades. Subject area teachers and teachers in grade levels work to determine a course of action to improve areas of concern. Common planning time has been instituted within grade levels to help with this process.

Three full-time resource teachers offer instructional support to students who have been identified through various assessments as needing additional assistance or more challenge. Support teachers team with the teachers in their respective grade levels to help inside the classroom as well as through a pull-out program. A variety of assessments are used throughout the school year to develop profiles and chart progress for each student.

Understanding how to improve student performance drives the selection of books that are read by the faculty during monthly book club meetings. This exchange of information promotes awareness among the teaching staff to carefully evaluate the data gathered from a balance of assessments in order to create units and lessons that will actively engage all learners. In the past five years, teachers at IHM School have received yearly Professional Learning Units from the State of Georgia for their efforts to improve school performance by studying various assessment data.

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

Immaculate Heart of Mary Catholic School forges a strong partnership with parents to ensure academic success. Parents, teachers, and the student support team work together to develop a teaching approach that will address the individual differences among students. To build the foundation of this important relationship, the school year begins with an Orientation Program as well as a Parent Curriculum Night to explain school practices, policies, curriculum goals, expectations, reporting procedures, and communication methods.

Communication has been greatly enhanced by the use of technology which allows teachers to post classroom notes and grades through a secure school website. Student work and school news are sent home each Thursday and the school offers Parent-Teacher-Student conferences twice a year. In the middle school, students take ownership of their progress in student-led conferences where current grades, work samples, and goals for improvement are presented to parents.

The principal offers monthly state-of-the-school reports to various constituents including the Home and School Association, the School Advisory Council, and the Parish Finance Council. Minutes of the Home and School Association and School Advisory Council meetings are posted on the school website. Parents are informed of their child's progress by quarterly interims and report cards. In addition to report cards, kindergarten teachers provide parents with assessments at regular intervals to keep them apprised of their students' progress.

Standardized test scores are mailed home in the spring with a note of explanation to interpret the results. Semi-annual town hall forums are available to discuss general testing questions. Parents are encouraged to contact the classroom teacher or Director of Curriculum if additional help is needed to interpret standardized test results. When communicating standardized test results to parents, a caution is made regarding the isolation of this measurement in context to various assessments made by teachers on a daily basis.

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

Collaboration is an inherent part of the culture at Immaculate Heart of Mary Catholic School. Teachers regularly share best practices and professional development experiences. Veteran teachers make presentations to the faculty regarding recent research on a topic of interest. Schools under the umbrella of the Office of Catholic Schools in the Archdiocese of Atlanta routinely exchange ideas via meetings, curriculum writing committees, textbook selection committees, newsletters, workshops and retreats. Networking with public schools and universities in the community also allows opportunities to share aspects of the academic program that work well. In recent years IHM teachers have presented at the National Catholic Educators' Convention, the National Math Council, Georgia Association of Teacher Educators' Conference, Georgia Independent School Association Conference, and Georgia Middle School Conference. A team of IHM teachers presented the Four Blocks Reading Method at a neighboring public school and the Director of Curriculum serves on a community outreach committee at the College of Education at Mercer University.

Administrators and teachers are encouraged and supported to submit articles regarding best practices to national, regional and local publications. Likewise, the school publishes an annual report and quarterly newsletter highlighting student and teacher accomplishments, service projects, and curriculum updates. The local community is informed about individual and school accomplishments through the Catholic newspaper, the *Georgia Bulletin*, and various community newspapers including the *Atlanta Journal Constitution*. The school website has become the primary communication tool for sharing a myriad of information with members of the school community as well as the greater community at large. A variety of tips to help parents in their role as primary educators of their children can be found on the website. The website also serves the school effectively as a means to thank local businesses for their support.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum at Immaculate Heart of Mary Catholic School follows the guidelines set by the Archdiocese of Atlanta. This curriculum provides a sequential and tiered outline of the areas of instruction for kindergarten through eighth grade.

**Religion** is the cornerstone of the curriculum at IHM School. The religion program seeks to develop a vibrant faith response on the part of each student through the awareness of basic Catholic teachings, knowledge of scripture, participation in prayer, liturgical worship experiences, as well as service to others.

The fundamental skills necessary for academic success are found within the **Language Arts** curriculum. The program is designed to guide students sequentially in the acquisition of skills necessary for daily living with a strong emphasis on phonics. Included in the curriculum are tools for improving student competence in writing and speaking which enhances learning in all subject areas.

**Mathematics** is presented in a sequential development of basic skills which encourage sound reasoning, logical thinking, and competence in skill areas. Math instruction includes the use of manipulatives, drill and practice work, calculator work, model building, data collection, computer projects, and connections to real-life applications. Eligible students in the eighth grade class take an approved Algebra I high school course.

The **Science** curriculum integrates the skills and concepts of the life sciences, the physical sciences, and earth and space sciences into a meaningful, comprehensive course of study from kindergarten through eighth grade. The science program develops the students' awareness of self and the environment through observation of nature, exposure to facts, and the opportunity for research and experimentation.

Approached through an interdisciplinary lens, the **Social Studies** curriculum incorporates history, geography, sociology, political science, economics, and world religions with an emphasis on information processing such as critical thinking, data analysis, and map skills. Global awareness and interdependence of the human family, as well as peace, justice, and values clarification are developed.

The foreign language program teaches **Spanish** school-wide and becomes part of the core curriculum in grade five. The goal of the program is to give students conversational knowledge of the Spanish language and prepares many students for Spanish II in high school. The foreign language curriculum meets the requirements of the NCLB-BRS program.

To educate the whole child students participate in special classes. Both secular and liturgical training are included in the **Music** program. Classes include vocal music, theory, and practice. The **Art** curriculum is designed to teach the principles of art as well as drawing in a developmental and sequential way. While computer skills are taught separately in computer class, the **Technology** curriculum is integrated into the overall school program. The goal of the technology curriculum is to prepare students for the challenges they will face in the workplace and to utilize technology as a tool to enhance learning. The **Physical Education** curriculum is based on a movement approach to learning with content derived from the areas of games and sports. Immediate goals include the development of a positive self-concept, a sense of cooperation, an awareness of safety, and healthy life-skills.

The fully automated media center is an open library with students having a scheduled **Library** class time during the week to learn how to use library resources, including on-line research tools, library skills, book

talks, the Accelerated Reader Program, and actual practice in individual library/research skills. The **Guidance** curriculum, which includes Family Life, provides a valuable means of growth for students in understanding themselves, enjoying school, and planning wisely for tomorrow. IHM School offers short term, individual and small group counseling as well as classroom guidance for all of our students.

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

At Immaculate Heart of Mary Catholic School students engage in reading instruction designed to meet individual differences and learning styles. Lessons are designed to provide multi-sensory experiences for students. Classroom teachers use novels, basal readers, as well as fiction and nonfiction trade books to provide a wide range of differentiated reading material. Kindergarten uses the program Building Blocks which provides students rich learning activities in reading, writing and word study. Teachers of students in first through fifth grades are trained in the Four Blocks Literacy Methodology. This method allows for a balanced approach to teaching reading concepts and skills to enhance reading and writing development. Students in grades six through eight read a variety of genres using novels and a text, *The Language of Literature*. There is an interdisciplinary focus on reading comprehension and writing strategies in both literature and content area classes. The media center sponsors many programs to excite and motivate students to read including Accelerated Reader, Battle of Books, Boys' Book Club, and Summer Book Club. The media specialist keeps the library open year-round so students can participate in the Summer Reading Program and have access to books.

Three full-time instructional support teachers supplement reading assistance at IHM School to ensure student success in reading comprehension. A certified Wilson Reading Instructor assists students in kindergarten through second grades. In third through fifth grades, a second instructional support teacher works with students needing extra support in reading. Additionally, students in this level identified as needing enrichment are pulled out and given age-appropriate skills in a variety of advanced problem-solving and cross-curricular projects necessitating linguistic competence. In middle school, reading growth is also monitored. A third instructional support teacher provides classroom assistance, small group and one-on-one assistance for students as needed.

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

This question is for secondary schools only

### 3. Additional Curriculum Area:

The crest at Immaculate Heart of Mary Catholic School emphasizes the ideals Faith, Knowledge, Service, and Integrity. The religion program and curriculum provide various opportunities for the students to develop these principles while learning about the Catholic faith. Every member of the faculty and staff is considered a catechist. The formal religious instruction in each grade level from Kindergarten through eighth grade uses texts approved by the Office of Catholic Schools and supplemental materials such as Bibles, Gospel weeklies, and videos. Retreats in the middle school offer students an opportunity to build Christian unity in an informal setting. Utilizing guest speakers and providing meaningful religious field trips further enhance students' faith experiences.

All religion teachers are certified by the Office of Catholic Schools and are further assisted by a full-time Religion Coordinator. Students and teachers prepare for the Sunday liturgy by studying the lectionary readings for the day. Weekly school Mass and special liturgical services offer students an opportunity to participate in age appropriate roles and ministries. Students lead the congregation as readers, choir members,

altar servers, and Ministers of Hospitality as well as participate in the procession of the gifts. All of these activities help students to learn how to be active members of the faith community.

Service projects are woven into the fabric of life at IHM School and are sponsored by the homerooms or by organizations such as the National Junior Honor Society and the Student Council. Other school-wide projects are initiated and organized by the school administration and include service at a local shelter, a nursing home, and at a nearby school for students with severe mental and physical disabilities. Active service allows the students to recognize that they can make a positive difference in the life of another individual and in the community.

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

Professional learning opportunities at Immaculate Heart of Mary Catholic School focus upon building solid methodology in the areas of differentiated instruction techniques which includes multi-sensory approaches, multi-intelligences instruction, learning styles inventory, Gesell Developmental Screening, Four Blocks Reading Approach, and Wilson Reading Method. These techniques are employed during whole class, small group and individualized instruction as well as pull-out instructional support. Parent volunteers and teacher assistants provide additional aid meeting the individual needs of students as reflected in standardized testing and classroom assessment results.

Students at IHM School are exposed to a variety of teaching practices to help engage students of different learning abilities and styles. These differences become a guide for developing lessons and delivering instruction. Once pre-assessments are given to determine the mastery of existing skills, teachers are trained to design units of study that engage students in active learning experiences. Cooperative learning, projects, experiments, research, student presentations, journaling, role-playing, instructional games, interactive technology, and guest speakers add to the vibrancy of active learning instruction.

Teachers enthusiastically utilize technology that is available to them. Each classroom, including special areas, has a Smart Board connected to a laptop computer and a minimum of one student computer. In addition, teachers regularly reserve the computer lab to integrate technology into their classroom instruction.

The teaching staff is made aware of students who have been identified with learning differences. Collaborating with the school's instructional support team, classroom teachers devise strategies and accommodations that will best meet the needs of targeted students. Meetings are held weekly to monitor the progress of all students.

The combination of proven traditional methods with recent brain-based methodologies provides best practices to improve student achievement. As life-long learners, teachers and students at IHM School value instruction when it is both engaging and enriching.

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

Immaculate Heart of Mary Catholic School regards professional development as a vital component to ensure student success. Frequent examination of student needs based upon test scores and daily assessments along with annual goal setting by individual teachers provide the school with the basis for yearly professional development plans. Staff members are required to attend a minimum of ten hours of professional development during the school year. In addition to attending local in-services, workshops and conferences, teachers collaborate with partner teachers and subject area teachers to improve instruction. Teachers present best practices at faculty meetings and discuss teaching methodologies during monthly book clubs. Recent book

club meetings revolve around the research of Stephanie Harvey and Anne Goudvis who co-authored *Strategies that Work*.

In the past five years, professional development at IHM School has focused upon differentiating instruction and actively engaging students in the process of learning by utilizing a variety of instructional methods. Teachers have been taught how to incorporate multiple intelligences, multi-sensory approaches, use of manipulatives, variety and balanced assessment, effective lesson planning and design, as well as classroom management strategies into common practices. Currently the school is engaged in a professional development plan to devise a continuum of effective school-wide practices to improve writing, computation, and study/organization skills. Additionally, training in the transformational power of technology to guide classroom instruction is supported throughout the school year by the assistance of a full-time technologist.

Strong professional development supports pedagogy, develops curriculum objectives, and enhances classroom instructional methods. The signs of successful professional development are evident in high teacher retention rates, positive parent surveys reflecting a high level of satisfaction, exemplary achievement among students, and also in the wide-array of accomplishments by former IHM School students in high school and beyond.

## **6. School Leadership:**

A strong leadership team supports the principal in the role of instructional leader at Immaculate Heart of Mary Catholic School. The team consists of an Assistant Principal, who oversees discipline, safety, and the web-based grade and homework management system; a Director of Curriculum, who insures all archdiocesan requirements are met as well as supervises the admissions process, the instructional support team, and new teacher mentoring program; a Religion Coordinator, who supports the religious instruction, coordinates services projects, and plans retreats and liturgies including weekly Mass; an Administrative Assistant who manages the office staff which includes development and marketing efforts, completes reports, and coordinates activities with the school's nationally recognized Home and School Association; and a Director of Finance and Operations, who oversees the financial health of the school and provides a physical plant and campus that is conducive to learning. A strategic plan determines yearly goals and the principal meets weekly with the administrative team to address issues and chart progress. The strength of the administrative team allows the principal to be visible in the classrooms and available to teachers.

The vision and goals of the principal are shared with teachers at weekly faculty meetings or in primary, intermediate or middle school level meetings which take place during common planning time. Teachers share level leadership on a monthly basis and meet as level leaders with the principal at least once during the school year. All efforts are directed to foster an environment that will maximize student achievement.

The principal attends monthly meetings with the Superintendent of Catholic Schools which supports the efforts of all schools in the Archdiocese of Atlanta. Strong networking among principals in the archdiocese allows for the sharing of best practices and collaborative efforts which also positively impacts student achievement at IHM School.

## PART VI - PRIVATE SCHOOL ADDENDUM

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

<u>\$5900</u>	<u>\$5900</u>	<u>\$5900</u>	<u>\$5900</u>	<u>\$5900</u>	<u>\$5900</u>
K	1st	2nd	3rd	4th	5th

<u>\$5900</u>	<u>\$5900</u>	<u>\$5900</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th

<u>\$0</u>	<u>\$0</u>
12th	Other

4. What is the educational cost per student? \$ 6700 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 2800
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
2 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
19 %



Subject: Reading

Grade: 1 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	88	89	88	88	87
Number of students tested	52	51	51	47	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score		81			
Number of students tested		10			
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

Subject: Mathematics

Grade: 2 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	88	82	82	87	87
Number of students tested	52	51	49	49	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score		78			
Number of students tested		10			
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

Subject: Reading

Grade: 2 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	89	83	82	88
Number of students tested	52	51	49	49	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score		83			
Number of students tested		10			
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

Subject: Mathematics

Grade: 3 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Feb	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	72	85	90	85
Number of students tested	50	54	54	53	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score		80	91	95	85
Number of students tested		11	10	10	11
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

Subject: Reading

Grade: 3 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	79	79	87	83
Number of students tested	50	54	54	53	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score		68	78	92	86
Number of students tested		11	10	10	11
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

Subject: Mathematics

Grade: 4 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	80	82	83	86	81
Number of students tested	56	55	55	59	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score	62		85	85	
Number of students tested	10		14	12	
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

Subject: Reading

Grade: 4 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	80	81	83	80
Number of students tested	56	55	55	59	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score	56		78	90	
Number of students tested	10		14	12	
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

Subject: Mathematics

Grade: 5 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	83	84	82	81
Number of students tested	60	58	59	59	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score			83		85
Number of students tested			14		12
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

Subject: Reading

Grade: 5 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	79	83	83	84
Number of students tested	60	58	59	59	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score			85		85
Number of students tested			14		12
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

Subject: Mathematics

Grade: 6 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	72	78	73	78	78
Number of students tested	60	62	60	59	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score		76		77	80
Number of students tested		14		10	13
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

Subject: Reading

Grade: 6 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	82	78	80	78
Number of students tested	60	62	60	59	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score		88		80	87
Number of students tested		14		10	13
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

Subject: Mathematics

Grade: 7 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	74	82	78	76
Number of students tested	58	59	56	57	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score		71	80	78	82
Number of students tested		12	10	12	10
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

Subject: Reading

Grade: 7 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	80	82	78	79
Number of students tested	58	59	56	57	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score		81	82	83	80
Number of students tested		12	10	12	10
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

Subject: Mathematics

Grade: 8 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	80	81	79	81
Number of students tested	59	57	60	57	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score			83	88	85
Number of students tested			12	10	12
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

Subject: Reading

Grade: 8 Test: ITBS

Edition/Publication Year: Form A/2003 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	83	80	84	82
Number of students tested	59	57	60	57	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic(specify group)</b>					
Average Score			89	86	89
Number of students tested			12	10	12
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores are reported for 10 or more Hispanic students in a grade.

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