

**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  (PK-8 Catholic)  
 Charter  Title I  Magnet  Choice

Name of Principal: Mrs. Karen A. Lynn

Official School Name: Rosary Catholic School

School Mailing Address:  
1910 N.W. 19th Street  
Oklahoma City, OK 73106-1604

County: Oklahoma State School Code Number\*: NA

Telephone: (405) 525-9272 Fax: (405) 525-5643

Web site/URL: www.rosaryschool.com E-mail: principal@rosaryschool.com

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

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

Name of Superintendent\*: Sister Catherine Powers

District Name: Archdiocese of Oklahoma City Tel: (405) 721-4202

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

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

Name of School Board President/Chairperson: Mr. Bill Bowlby

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

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*  
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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

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

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

Does not apply to private schools

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

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

Urban or large central city

Suburban school with characteristics typical of an urban area

Suburban

Small city or town in a rural area

Rural

4.   3   Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	11	11	22	7	5	8	13
K	15	10	25	8	14	7	21
1	11	13	24	9			0
2	16	5	21	10			0
3	12	9	21	11			0
4	9	10	19	12			0
5	11	14	25	Other	4	12	16
6	5	11	16				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							223

6. Racial/ethnic composition of the school: 9 % American Indian or Alaska Native  
8 % Asian  
5 % Black or African American  
18 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
60 % White  
0 % 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: 2 %

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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1.	222
(5)	Total transferred students in row (3) divided by total students in row (4).	0.023
(6)	Amount in row (5) multiplied by 100.	2.252

8. Limited English proficient students in the school: 5 %

Total number limited English proficient 12

Number of languages represented: 2

Specify languages:

Spanish and Vietnamese

9. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 28

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: 8 %

Total Number of Students Served: 18

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

<u>        </u> Autism	<u>        </u> Orthopedic Impairment
<u>        </u> Deafness	<u>        </u> Other Health Impaired
<u>        </u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>        </u> Emotional Disturbance	<u>        </u> Speech or Language Impairment
<u>        </u> Hearing Impairment	<u>        </u> Traumatic Brain Injury
<u>        </u> Mental Retardation	<u>        </u> Visual Impairment Including Blindness
<u>        </u> Multiple Disabilities	<u>        </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>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>6</u>
Special resource teachers/specialists	<u>0</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>4</u>	<u>3</u>
Total number	<u>22</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 14 :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	98%	97%	98%	96%	98%
Daily teacher attendance	97%	98%	98%	97%	98%
Teacher turnover rate	23%	23%	9%	11%	9%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In the years 2006-2008, the majority of the faculty changes were due to pregnancy and/or childcare issues.

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

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

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

## PART III - SUMMARY

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Rosary Catholic School was established in 1927. Though the physical location and buildings have changed over the years, the commitment to educating the whole child has never wavered. The mission statement asserts that, "Our mission at Rosary School is to live as Jesus did, so that we as a community may love, learn, and serve as His disciples in the world today." The goal is to integrate the acquisition of academic knowledge seamlessly with Christian values of love and service, so that graduates will enjoy faith-filled, successful, meaningful lives long after they have left our halls.

Rosary students are held to high academic standards, and the school community is consistently proud as the students rise to meet these standards year after year. Many of the graduates test into accelerated math, science, and English classes when they enroll in high school. Five students placed in the Archdiocesan Spelling Bee last year, and Rosary has won the annual Archdiocesan Science Fair eighteen times, a record unmatched by any school.

A rigorous academic curriculum is partnered with service to the community, athletic endeavors, and leadership opportunities. Middle school students each complete a minimum of twenty service hours to the community each year, and all students write letters to their Grandfriends at least quarterly. Grandfriends, who are senior members of the parish or local community, are invited to an annual tea. Students participate in school-sponsored sports such as soccer, volleyball, basketball, and track.

There are leadership opportunities as students sponsor various events at school. Kindergarten through eighth grade classes take turns presenting the weekly masses, with the students providing the music, readings, and altar serving. The fifth through eighth grade classes take turns hosting the monthly EXALT prayer service which is a celebration of singing, playing musical instruments, and skits. The sixth grade class puts on an annual Veterans Day assembly for the school and community. Middle school students participate in the Houses program. The purpose of the House system is to allow the students to meet each day to support each other as they earn points toward success at school. After submitting applications and interviewing with the principal, students are chosen each year as House Captains and Social Chairs.

Rosary Catholic School is supported by St. Francis of Assisi Catholic Church. Due to the long-standing relationship with the parish, many alumni now have children or grandchildren attending Rosary. Four classroom teachers are Rosary alumnae. The community's commitment to Rosary has been demonstrated through several campaign drives which have resulted in the addition of updated computer and science labs, new classrooms, an Early Childhood Center, new administration offices, and a new gym facility. For the past twenty years the Home and School Association (HASA) has hosted the Rosary Run, a 2K fun run/walk to benefit the school which draws about 200 participants. Oktoberfest is held in conjunction with the Rosary Run as an afternoon of food, music, and fellowship in support of the school.

Rosary students and families come from all over the Oklahoma City metro area. Some students live across the street, while others commute from towns as far as thirty miles away. While most of the students come from Catholic families, students of all creeds are welcome at Rosary. There is an ethnically-diverse population, and students are from all socio-economic backgrounds. Rosary School is most proud of what unites us, rather than the differences. Through the shared vision and efforts of the faculty, staff, parents, and students, we accomplish our essential mission of creating strong, faith-filled students who are prepared to be life-long learners and to achieve success in the world.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Rosary School strives not only to meet the requirements of No Child Left Behind but to exceed those mandates in regard to yearly progress. The Iowa Test of Basic Skills is administered to the second through seventh grade students and the EXPLORE ACT test is administered to the eighth grade students. The yearly growth and performance of the students are indicative of the strong academic program and high expectations of Rosary School.

The Iowa Test of Basic Skills is a nationally norm-referenced test. In levels 5-8, the test allows for assessment of the student's knowledge and skills in vocabulary, word analysis, reading, listening, spelling, language, math, math concepts, math problems, math computation, social studies, science, and sources of information. In levels 9-13, assessment is provided in the areas of vocabulary, usage and expression, math concepts and estimation, math problem solving and data interpretation, math computation, social studies, science, maps and diagrams, and reference materials. The EXPLORE ACT test assesses knowledge of English, math, reading, and science.

Over the last five years the students have exceeded the national norms on the ITBS in most areas. Rosary is an inner city school with a very diverse enrollment both ethnically and economically. In addition, Rosary accepts a large number of students in the middle school from the public school system. The Archdiocese stipulates that standardized testing be done in the fall, so in the middle school grades, a better indicator of how Rosary School does is the year following the entry of these new students. In looking at scores in sixth and seventh grades, Rosary has consistently increased scores for new students. This year, the seventh grade far exceeded the 90th percentile in all categories. While there is ethnic diversity in every class, no class has more than nine minority students and so these groups were not disaggregated. The minority students who have been at Rosary for at least one year have scored as well as other Rosary students. This is supported by the seventh grade scores. The three Hispanic students in this class are among the highest scoring students.

Rosary has been blessed to be able to use title money to provide a full time special education teacher who is better able to serve students who enter our school at a disadvantage, as well as those who have been diagnosed with a disability. Through this prescriptive learning classroom, Rosary is able to offer a 1:4 teacher/student ratio to help improve the academic progress of all students.

At Rosary we have a teacher who is in charge of the standardized testing process. At a faculty meeting before assessment, procedures and practices are discussed. When the results arrive, the principal and the lead teacher review the results and discuss any tendencies seen. The principal meets separately with the early childhood teachers, the elementary teachers and the middle school teachers. The results are discussed and methods to address any problem areas are planned.

### 2. Using Assessment Results:

At Rosary, the curriculum is continually evaluated and changes are made to ensure success for all students. Title money was used to provide a full time special education teacher who works closely with those students with problems identified through testing. When the test scores were evaluated it appeared that the students were not scoring well in maps and diagrams. The principal worked with the social studies teachers to put greater emphasis on this skill. Rosary reaped the benefit of that increased emphasis on this year's scores. To increase reading scores a computer program, "Reading Counts", was purchased which was

made available to grades Pre-Kindergarten through eighth and allowed reading skills to be analyzed and problems addressed. In the middle school a novels class, in addition to the computerized reading program, was instituted to give students time to read for pleasure and increase both comprehension and reading speed.

In the adoption of textbooks Rosary works not only with the Archdiocesan curriculum guide but also with the assessment results to choose texts that will enable the students to remedy deficiencies and improve on strengths. Accelerated math classes are offered beginning in the sixth grade. ITBS results are used along with teacher recommendations to choose those students who would benefit from this accelerated class. New grammar books were immediately ordered when results showed the students were not scoring as well as expected on the grammar portion of the English test.

Rosary updated the technology program with a renovated computer lab and up to date computers in all classrooms. The computer classes are designed to reinforce classroom work and remediate in areas indicated by the standardized assessments. In addition, teachers are offered computer inservice throughout the year.

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

As the test results become available, and after the principal and faculty have had an opportunity to analyze all results and discuss any proposed changes, test results are sent home in the student's mid-quarter reports. Teachers are available to discuss questions at this time. At the next Home and School Association (HASA) meeting, the principal discusses building wide results. It is the principal's chance to brag about the students and the teachers. It is by and large the most enjoyable of all the HASA meetings as everyone leaves proud to be a part of the school community.

The principal also presents a more detailed report of testing results to the School Advisory Council. This group is made up of patrons of both the school and the parish community. The council is responsible for the spiritual, academic and fiscal growth of the school. By presenting the results to this group the success of the school is spread throughout the parish community.

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

Rosary is one of the oldest and most recognized parish schools in the Archdiocese. The school community enjoys sharing successes with other parish schools. Rosary opens its school and programs to others and invites faculty members from other schools to imitate the more successful programs. When a former faculty member became principal at another Catholic school and was interested in introducing the EXALT prayer service, faculty members from the new school were invited to Rosary to witness the school led program. The middle school science program is well known throughout the school system, having won the Archdiocesan Science Fair for the majority of the years in which it has been held, including this year. Rosary has hosted faculty from other schools who are interested in implementing the "Science Fair Friday" program. The Rosary early childhood teachers are organizing an event to be held this spring titled "Teachers of Tots" in which ideas and strategies will be shared with other early childhood faculties.

Teachers use newsletters, notes, and email to report student success and upcoming events in each classroom. Teachers also phone parents to communicate about student successes or a particular issue. Parent meetings are welcomed at any time and parent-teacher conferences are held twice a year. The principal has an open-door policy for everyone. The "Bulldog Bulletin", a weekly newsletter, is sent to parents and posted on the Rosary website, to share student highlights, accomplishments and events.

The “St. Francis Courier” and “Rosary Alumni News”, which are quarterly newsletters, are distributed to over twenty-two hundred parishioners and alumni. Each issue includes school news, updates of events and articles of the various classes within the school that have achieved success with a specific project.

Rosary Catholic School strives to be a pillar of success in a demographically changing neighborhood. Rosary takes every opportunity to share its successes with the entire community. The Archdiocese publishes "The Sooner Catholic", which is distributed to every registered Catholic in the Archdiocese. Rosary is also served by two local publications, "The Mid-City Advocate" and "Friday Newspaper." The Rosary Home and School Association has a publicity chair who regularly submits articles and notices to these three publications.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The purpose, design and implementation of the curriculum supports Rosary's academic goals, objectives and priorities. The core curriculum consists of mathematics, science, language arts, and social studies. Foreign language, visual and performing arts enrich the curriculum.

Pre-Kindergarten classes introduce math through operations and concepts of numbers. Kindergarten through eighth grade use Saxon Math to further develop those skills. All grades use large and small group instruction, manipulatives, games, flash cards and computer software. Middle school students are grouped by ability and four math teachers allow for diversity in ability and skill. Advanced students may progress through Algebra I and students in fourth through eighth grade, found to be struggling in math, receive small group tutoring. After school homework help and a free math summer school are offered to students from third through eighth grade. Math Club meets twice a month to develop mental math skills.

The focus of the science program is discovery through observation and investigation through hands-on activities, resource books, internet, and computer aided software. Introduction to the scientific method, earth and space, environmental, physical and life sciences begins in Pre-Kindergarten. As students progress, activity journals, small group projects, note taking, flash cards, large group experiments, videos, and research centers are added. In upper grades lectures, research projects, reports, hands-on activities, and interactive "Smart-Boards" are used. A science fair project is completed for a state competition by students in sixth through eighth grade.

The goal of language arts is mastery of handwriting, spelling, vocabulary, grammar, literal comprehension, oral reading skills and literature appreciation. Instruction begins in Pre-Kindergarten by making books, retelling stories, pretend reading, and completing letter/sound recognition. As the child progresses creative and expository writing, speaking, listening, inference, characterization, and main ideas are emphasized. Students refine skills in third through eighth grades by reading novels and writing in journals. Writing is done across the curriculum. Speaking skills are developed through speech contests. Videos, newspapers, and computer programs, including Reading Counts, are used in all grades. Small group tutorial classes are offered to students from third grade through eighth grade when reading difficulties appear. A free reading summer school program is offered to students in need from third grade to eighth grade.

Beginning in Early Childhood through third grade, children are introduced to world cultures, families, geography, and community roles. Fourth grade studies Oklahoma history and world cultures and fifth grade studies American history to 1865. Sixth graders study ancient world cultures, seventh grade studies world cultures and eighth graders study American history since 1865. Classes in fifth through eighth grade learn note-taking, vocabulary, and research skills. Instruction is supplemented with newspapers, internet, magazines, field trips, guest speakers, and library books. Teaching methods used are full class instruction, group instruction, peer teaching, projects and hands-on activities.

In Music the students from Pre-Kindergarten through eighth grade learn songs for the children's weekly liturgies, and the monthly EXALT Christian worship program. Third through eighth grade students form the Rosary choir. Second through fifth grades receive instruction in playing the recorder. Band and guitar are available for sixth through eighth grade students. All students have the opportunity to perform in the Private and Parochial Arts Festival.

Art appreciation is accomplished through hands-on activities while learning the basics of drawing/painting, color/design, collage, print making, and sculpture. The students participate in the Private and Parochial Arts Festival. Students in sixth through eighth grade are offered an advanced art class as an elective.

French language skills are offered to all of the students from Early Childhood through seventh grade. French is taught through songs, games, oral recitation, repetition, echoing and conversational role playing, along with the use of textbooks. Eighth graders are taught a World Language course, which includes a quarter of French, Spanish, Italian and German, followed by an International Fair Program.

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

The reading curriculum is the single most important academic focus in our elementary schools. "Since 1983, more than 10 million Americans reached the 12th grade without having learned to read at a basic level." (A Nation Still at Risk, U.S. Department of Education, 1999) Rosary is well aware of the lifelong impact of reading instruction and has taken measures to eliminate illiteracy in our school.

Learning to read is a process in which each stage must be treated differently. Our preschool and kindergarten focus on reading readiness. This is attained through literacy centers, ear training and phonemic awareness. Students experience the joy of reading through big books and stories. First and second grades focus on decoding by using Spalding Phonics, which incorporates most learning styles: visual, auditory and kinesthetic. Phonograms and language rules are introduced early in the year and reviewed and applied daily. Phonemic awareness is continued in this stage with frequent ear training, writing, and literature. Third and fourth grades concentrate on fluency. With basal readers and our extensive library, students practice reading until it is automatic. Functional and recreational reading is guided and slowly increased. Students are prepared to read for content in the upper grades as well as encouraged to read for enjoyment. Students are given time daily to "Drop Everything And Read." Rosary also participates in the "Reading Counts" computer program.

In every stage of reading, there are students who are ahead and behind the normal pace. Rosary's programs are flexible enough to reach out to students at individual reading levels. With these goals in mind, Houghton Mifflin Publisher was chosen for the reading series. Houghton Mifflin focuses each grade level series on the appropriate developmental skill and includes provisions for students at various levels. Rosary Catholic School makes reading instruction a top priority and gives it a personal touch for each student.

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

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

An additional curriculum area is technology. The objective of the technology program at Rosary Catholic School is to prepare students and faculty to operate with knowledge and efficiency in a changing world.

Early Childhood and Pre-Kindergarten students have computers in their classrooms and all age appropriate software used for these computers enhance the reading and math subjects for their grades.

Kindergarten through second grade students are introduced to the proper handling and use of software and hardware. In addition, they are instructed in the appropriate use of the keyboard while practicing language and math skills. Computer graphics and an introduction to finger placement on the keyboard are a part of the curriculum for the young students.

The emphasis of instruction for third through fifth grade students is using technology skills to support and enhance classroom learning. Reviewing keyboarding skills include using proper finger placement on the home keys and new skills learned include the use of special keys on the keyboard. Students are introduced to Microsoft Word and Excel.

Sixth grade students learn how to create charts and graphs using Excel. Students focus on mastering touch key boarding skills while learning formatting skills in Microsoft Word. Seventh and eighth grade students are offered a computer technology elective that focuses on how a computer works, how data is processed in a computer and how the internet and the World Wide Web work, including an introduction to Power Point software.

Students from fourth grade through eighth grade use the computer lab to work on writing projects and for research presentations for their social studies, science and language arts assignments.

Rosary Catholic School offers ESL Spanish students an English tutorial program in the computer lab. The students use technology support in learning to speak English as well as to understand vocabulary, dialect and nuances of the English language.

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

Rosary Catholic School is sensitive to the vast array of learning styles and the individual students' varying rates of progress in all classrooms. To address the myriad of student learning needs during planning, teachers present the curriculum material in multiple ways to the respective classes. Using brain-based research, learning styles, Gardner's Multiple Intelligences and authentic assessment, teachers attempt to reach every child and help maximize the students' greatest potential.

Each year, Rosary teachers seek to assess students by determining the ability level and interests of each child. Through past records, informal surveys, parent conferences, observation and tests, teachers strive to meet students at the appropriate skill level.

Rosary teachers have a large repertoire of teaching strategies. Teachers often begin with direct instruction and gradually release responsibility to the students. Some teachers and students find inquiry-based learning is best. Student-centered, inquiry-based learning allows the child to take the lead in discovering new things. Teachers often set up cooperative learning activities. Students can brainstorm, work together then present material to the larger group, or debate in small groups. All lessons contain informational strategies. These strategies help students learn to organize and assimilate knowledge through KWL charts, memorization, scaffolding or webbing.

Rosary recognizes the need for extra help in teaching young children. Preschool through first grade have full-time assistants in each classroom to assist with small groups and students who need extra help or challenges. Kindergarten and first grade students send home literacy backpacks filled with a book and enrichment materials for the child to share with the family. In the upper grades, written notes, either provided by the teacher or from a trusted student, are given to students who have trouble taking notes in the classroom. In the middle grades, teachers use Power Point presentations in their lecture series which has been found to help students copy notes for study and tests. Rosary uses the Rosetta Stone software for Spanish speaking students to learn English. Free tutoring is available from noon until five o'clock daily and free summer school for math and reading support is offered. Through providing a variety of instructional activities and evaluating students' progress, teachers are able to provide a learning environment that presents potential for students' success.

## **5. Professional Development:**

Rosary School has an outstanding reputation, helping each child reach their highest potential. The faculty works diligently to educate the whole child and to follow the mission statement to "love, learn and serve as Christ's disciples in the world today." The faculty continually receives new educational insight to fulfill this goal by attending classes provided through a Professional Development plan. This plan is supported through the Home and School Association, the parish budget and Title I of the "No Child Left Behind" program.

Rosary believes that reading is a crucial learning skill for every child. Early Childhood, Kindergarten and first grade teachers are trained to teach reading and phonics through the Spaulding Phonics program, which incorporates most learning styles: visual, auditory and kinesthetic. The teachers in third grade and middle school received in-service on reading difficulties, which allowed the teachers to identify the children in need. An in-house tutor was then able to help the students learn the skills needed to read successfully.

Middle school math teachers attended in-service classes and built a vertical and horizontal mapping of the math curriculum, which helps teachers prepare for the next level in math. This ensures that all math skills are covered.

The fifth grade teacher attended classes about American Indian cultures and shared that knowledge with the faculty. The faculty was then able to incorporate this information into lesson plans which allowed the twenty Rosary students, who are of American Indian descent, to learn about their heritage.

All of the faculty attended the Great Expectation courses, which are designed to raise the expectations of the students in a positive manner. Rosary opens its day with the lesson and prayer associated with one of the thirty-six Life Principles found in the Great Expectations program. This program allows the teachers and students to develop a class creed. Uniting with the discipline program, Love and Logic, the student discipline problems have been greatly reduced, as students refocus and make the best choices in personal conduct.

The Archdiocese offers the teachers two religious in-services each year. Rosary School also incorporates a yearly religious theme for professional development. A chosen literature piece is used for this purpose. Rosary has used the books, *Simple Wonders* by C. DeVinck, to help find God in daily life and *Gracious Goodness* by M. Svoboda, SND to learn about the gifts of the Holy Spirit. The faculty prays together at the school retreat, at morning prayer, and at monthly staff and team grade level meetings.

## **6. School Leadership:**

Rosary Catholic School is a small school that offers a feeling of love as one walks through the door. The Principal has an "open door" policy for teachers and parents. Students feel comfortable coming in and talking about family issues, academic or social problems, or to plan a special activity, like "Prayer Day"...a special day designed by a fifth grade student to allow music and prayer to be interlaced throughout the day. It has now become a yearly tradition.

The responsibility of leadership begins solely with the principal. The principal works closely with the teachers, students and families regarding the special needs of the students, whether they be academic, social or of a discipline nature. The principal plans the weekly student masses and the religious development of the teachers.

The Principal represents the school by sitting on various committees, including the School Advisory Council, where policy is set. The principal is also on the Home and School Association Board, where fund raising activities that benefit the school are planned, the Parish Financial Board, where the yearly budget is designed and followed, the Pastoral Advisory Council, where school events and issues are discussed and the Parish Religious Committee, where all religious education is designed.

The principal works to raise funds through writing grants and identifying other resources to obtain funding to benefit the school. Through grants and fund raising events, Rosary was able to recarpet the classrooms, buy new desks for the students, upgrade the science and computer labs, open the Early Childhood program, and bring theater to Rosary. Rosary was also able to fund EXALT, a Christian music student-led program for the school, provide a full time special education tutor using Title funds, and provide parenting classes led by two Rosary teachers trained in Love and Logic. By working closely with the pastor, letters were written, families were consulted, and delinquent tuitions were eliminated.

Because of the strong leadership of the Principal, along with the close relationship of the faculty and staff at Rosary, the students work and learn in a loving, guiding, enriching, religious, motivating, safe and encouraging environment.

## 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>\$3100</u>	<u>\$3100</u>	<u>\$3100</u>	<u>\$3100</u>	<u>\$3100</u>	<u>\$3100</u>
K	1st	2nd	3rd	4th	5th
<u>\$3100</u>	<u>\$3100</u>	<u>\$3100</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$3600</u>				
12th	Other				

4. What is the educational cost per student? \$ 4165 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1131
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
3 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
10 %

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics                      Grade: 2   Test: ITBS  
 Edition/Publication Year: 2001-2002   Publisher: Riverside  
 Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	66	42	50	37	59
Number of students tested	18	20	19	23	17
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. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores entered in 2007-2008 column are from Fall 2008.

Although we have Hispanic students and low-income students in every class, we do not have more than nine in any one category and so did not disaggregate data for these groups.





Subject: Mathematics                      Grade: 3 Test: ITBS  
Edition/Publication Year: 2001-2002   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	54	53	55	66	61
Number of students tested	21	22	19	18	25
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. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores entered in 2007-2008 column are from Fall 2008.

Although we have Hispanic students and low-income students in every class, we do not have more than nine in any one category and so did not disaggregate data for these groups.



Subject: Mathematics                      Grade: 4 Test: ITBS  
Edition/Publication Year: 2001-2002 Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	70	69	70	53	81
Number of students tested	18	17	19	18	16
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. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores entered in 2007-2008 column are from Fall 2008.

Although we have Hispanic students and low-income students in every class, we do not have more than nine in any one category and so did not disaggregate data for these groups.



Subject: Mathematics                      Grade: 5 Test: ITBS  
Edition/Publication Year: 2001-2002   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	70	77	75	62	79
Number of students tested	25	18	19	23	27
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. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores entered in 2007-2008 column are from Fall 2008.

Although we have Hispanic students and low-income students in every class, we do not have more than nine in any one category and so did not disaggregate data for these groups.



Subject: Mathematics                      Grade: 6 Test: ITBS  
Edition/Publication Year: 2001-2002   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	80	68	70	74	72
Number of students tested	16	16	19	21	19
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. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores entered in 2007-2008 column are from Fall 2008.

Although we have Hispanic students and low-income students in every class, we do not have more than nine in any one category and so did not disaggregate data for these groups.



Subject: Mathematics                      Grade: 7 Test: ITBS  
Edition/Publication Year: 2001-2002   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	80	57	65	87	83
Number of students tested	13	23	20	26	22
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. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

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

Notes:

Scores entered in 2007-2008 column are from Fall 2008.

Although we have Hispanic students and low-income students in every class, we do not have more than nine in any one category and so did not disaggregate data for these groups.



Subject: Mathematics                      Grade: 8 Test: EXPLORE ACT  
Edition/Publication Year: 2004 Publisher: Riverside  
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	17	14	19	18	17
Number of students tested	15	24	25	18	19
Percent of total students tested	71	100	100	100	100
Number of students alternatively assessed	6	0	0	0	0
Percent of students alternatively assessed	29	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>	15	15	15	15	15
<b>NATIONAL STANDARD DEVIATION</b>	4	4	4	4	4

Notes:

Scores entered in 2007-2008 column are from Fall 2008.

Although we have Hispanic students and low-income students in every class, we do not have more than nine in any one category and so did not disaggregate data for these groups.

Subject: Reading                      Grade: 8 Test: EXPLORE ACT  
Edition/Publication Year: 2004 Publisher: Riverside  
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	15	16	17	18	17
Number of students tested	15	24	25	18	19
Percent of total students tested	71	100	100	100	100
Number of students alternatively assessed	6	0	0	0	0
Percent of students alternatively assessed	29	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>	14	14	14	14	14
<b>NATIONAL STANDARD DEVIATION</b>	4	4	4	4	4

Notes:

Scores entered in 2007-2008 column are from Fall 2008.

Although we have Hispanic students and low-income students in every class, we do not have more than nine in any one category and so did not disaggregate data for these groups.

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