

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

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

Name of Principal: Ms. Erin Mary Finn

Official School Name: St. Francis Xavier Catholic School

School Mailing Address:
1121 Union Street
Brunswick, GA 31520-7320

County: Glynn State School Code Number*:

Telephone: (912) 265-9470 Fax: (912) 261-9950

Web site/URL: sfxcs.org E-mail: finnxavier@aol.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 Rose Mary Collins, SSJ,

District Name: Catholic Diocese of Savannah Tel: (912) 201-4121

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: Dr. Patrick Ebri

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

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

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. 7 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	15	15	30	7	12	17	29
K	16	15	31	8	10	8	18
1	17	9	26	9			0
2	9	14	23	10			0
3	13	14	27	11			0
4	10	13	23	12			0
5	12	10	22	Other			0
6	11	9	20				
TOTAL STUDENTS IN THE APPLYING SCHOOL							249

6. Racial/ethnic composition of the school: 3 % American Indian or Alaska Native
1 % Asian
3 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
87 % White
5 % 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: 4 %

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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1.	249
(5)	Total transferred students in row (3) divided by total students in row (4).	0.036
(6)	Amount in row (5) multiplied by 100.	3.614

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

Total number limited English proficient 1

Number of languages represented: 1
Specify languages:

Korean

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 9

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

10. Students receiving special education services: 6 %

Total Number of Students Served: 15

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>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</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>16</u>	<u>9</u>
Special resource teachers/specialists	<u>0</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>22</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 12 :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	97%	96%	96%	95%	96%
Daily teacher attendance	99%	95%	97%	98%	98%
Teacher turnover rate	6%	28%	3%	11%	5%

Please provide all explanations below.

The 28% turnover rate for teachers in 2006-2007 was due to four teachers transferring to public school for higher wages or advancement to high school positions.

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>	%
Total	<u>100</u>	%

PART III - SUMMARY

Within thirty-five years of the end of the Civil War, a boarding house was converted into a three-room schoolhouse in a heavenly place with marshes and sea air south of the hustle and bustle of Savannah, Georgia. The land and the people had their own southern charm, rich in the history of prosperous plantations and battles fought to secure the growth of Georgia. On a peninsula of land in a small town known to travelers as a pit stop between Savannah and the Florida border, the Congregation of the Sisters of St. Joseph founded a school in Brunswick, Georgia. One hundred and nine years later, this educational jewel of the Golden Isles is still in the center of town. It has become the oasis of Catholic education within a sixty-mile radius, and it is a home for a faculty with over 300 years of educational experience.

Together, the Golden Isles community supports the children of this school whose roots have been planted by many generations to fulfill their human vocation as members of society and in communion with the Catholic Church. The forward thinking of the Sisters of St. Joseph created an atmosphere of learning that has had the ability to endure and evolve through the cycle of time. Georgia families have passed the tradition of educating their children at this oasis down through the years. Today, each St. Francis Xavier Catholic School family is supported in its quest to educate their children in ways mirroring the Church's teaching and suited to their family beliefs. In daily activities at the school, many facets of the childhood experience are expressed in spiritual, verbal, written, physical, and global forms.

The St. Francis Xavier Catholic School mission is grounded in the Catholic beliefs from the Sisters of St. Joseph, St. Francis Xavier Parish, St. William Parish, and Nativity Mission. It is a Christ-centered community enriched by the faith-filled parishioners of Brunswick, Darien, Jekyll Island, Jesup, and St. Simons Island. The halls echo the past, present, and future through the Gospel values and centuries of nurturing qualities of academic excellence. Over a span of ten years of education, from pre-kindergarten through eighth grade, students empower their own development of self-responsibility and self-improvement. Through the high and low points of a decade of education, students learn to cultivate strengths, understand disappointment, practice humility, discover cultural respect, evaluate consciences, and receive encouragement from the Gospels. Within the life-long journey, the school strives to give children the skills, moral values, and confidences needed to assume their future roles as leaders of families, the Church, and the community.

St. Francis Xavier Catholic School has children who are third generation students, yet our mission stretches to new families with a support structure beginning well before the first day of school. Open houses in the winter, all-day student classroom visits, and home visits in June allow families to see many aspects of the school. There are student-led tours of the school for families during Catholic Schools Week in January. In the spring, new students can meet their classmates, familiarize themselves with the facilities, and witness the curriculum objectives. In the summer, the principal travels to new families' homes and introduces them to the mission, traditions, and curriculum of the school. In August, a parent reception held at St. William Parish gives parents and teachers the opportunity to know each other informally. The Catholic Diocese of Savannah, local parishes, townspeople, administration, teachers, support staff, and parents contribute to the lives of the children of St. Francis Xavier Catholic School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Francis Xavier Catholic School's assessment results in reading and math are due in part to the dedication of daily practice and innovative thinking on behalf of the families and faculty. The students rank within the top 10% of the nation in reading, language, and math for a variety of reasons reflected on the "Terra Nova" results, and each shares strengths and weaknesses with one another to improve the overall outcome for the following year. Early detection of a strength or weakness from the achievement test can provide the parent, teacher, and/or student with a snapshot of concrete information on skill achievements.

The school conducts standardized achievement testing each year for grades one through eight. In 2003, the Catholic Diocese of Savannah changed to "Terra Nova," second edition, published by CTB McGraw-Hill. In 2008, the diocese selected the third edition of the "Terra Nova" achievement testing series. The reading, language, and math selections were produced with third edition norms; however, the supplemental battery, which included vocabulary, spelling, social studies and science, was re-printed in the second edition norms. The testing is administered to students in March of each year.

In reading, the students have consistently scored above average. In all grade levels, the reading composite scores for the past five years have not dropped below 61%. In fifth through eighth grades, students have performed above the "Terra Nova" cut-off score at least four of the five years from 2003 to 2008. In eighth grade, the students achieved an exemplary reading composite set of scores ranging from 71% to 77% throughout the past five years. Weaknesses in reading have been within the subgroup "Reading/Writing Strategies" and the highest performance objective in reading has been "Basic Understanding."

In the vocabulary subgroup, third through eighth grades are tested and the results are outstanding. Each grade scored above average in the last five years, with most of the class scores reaching 70% within the subgroup. Weaknesses in vocabulary have been "Multi-meaning Words," and strengths in vocabulary continue to be "Words in Context."

In language subgroups, the students consistently scored above average in all areas of language and language mechanics. This is due in part to the daily repetition in grammar, vocabulary units, and phonetic awareness that expands beyond the primary level. The median for the past five years in the "Language" subgroup is 70% and the median in "Language Mechanics" is 69%.

In math, the culmination of five years has produced exceptional results. In all five years the students in seventh through eighth grades have surpassed the national NCE cut-off level on the math composite, and grades first through sixth have performed higher than the national norms four of the last five years. In the math subgroup, the NCE mean score is 65%, and in the math computation subgroup, the NCE mean score is 70% over a period of five years.

The school has discussed and evaluated any disparities from year to year and especially after the change in norms from the second edition to the third edition of the CTB McGraw-Hill "Terra Nova" testing series. The math scores for 2008 dropped further than expected in fourth and fifth grades. Yet, there was no decline in scores for sixth, seventh and eighth grades. The same fact is true for the 2008 reading scores. Regardless of the possible concerns with the third edition of testing objectives, this was an immediate plan of action developed through the diocese, school faculty, advisory board and parents. Discrepancies aside, the eighth grade Class of 2008 demonstrated a higher level of performance by superseding the national NCE cut off score in math by three points and in reading by nine points.

2. Using Assessment Results:

The “Terra Nova” provides each school with a variety of reports to enhance the school’s understanding of the student population. St. Francis Xavier Catholic School improves school performance by evaluating and implementing new techniques and resources based on the outcomes of the yearly group assessment summaries, group list reports, group performance level reports, and objective reports. After the teachers individually review and mentally process student test results, the group level objective goals are evaluated for the strengths and the weaknesses by the class’s graduating year. This technique allows the faculty to view the class by year of graduation rather than by grades. The faculty can assess the trail of progress using a clear vision of the end result, preparation for high school. The results are documented and shared with the staff, reviewed by the school advisory board, and published for all stakeholders.

Decisions are discussed and evaluated for merit within the faculty, school advisory board, and selected stakeholders to ensure a wide variety of opinions and advice. It is vital to check progress and evaluate weaknesses to ensure exemplary standards. For example, there was the decline in math scores from the second edition to the third edition of the “Terra Nova” achievement testing series in the intermediate grade levels. We consulted with other principals within the diocese, revisited the test results in large and small groups, and presented a plan of action that would involve an increase of reinforcement throughout the summer in math, a looping program combining two years of study to develop a long range appreciation for math, five day a week enrichment at-home lessons, and on-line student math services from Pearson, Prentice Hall. We have presented the plan to stakeholders in formal and informal settings from newsletters to public receptions.

3. Communicating Assessment Results:

St. Francis Xavier Catholic School prides itself on the daily instruction that takes place in a warm classroom setting. The results are a valuable tool, and it is the understanding of the faculty, families, and students that the results are only a snapshot of the overall performance of the school. The value lies in the daily use of the snapshot to promote growth of the class and the student.

In 2002-2003, parents attended informative meetings discussing the “Terra Nova.” Bulletin boards with sample objectives and result materials were displayed on campus, and each family was given informational booklets designed by CTB McGraw-Hill. All students were given practice tests to ensure their level of comfort on the testing days. In 2004, families also received a learning styles inventory with the “Terra Nova Home Report.” Both testing results helped the families to see the broader picture of their child’s progress and the ways in which results would assist student learning. In 2006, parents were surveyed addressing many content areas and emphasis was placed on math, technology and science as a result of stakeholder input. When the third edition of the “Terra Nova” was revealed in 2008, parents were already comfortable with the “Home Reports.” Every year results are communicated to parents in a private manner. Within the community, the school advisory board documents the testing results to increase financial support for areas in need and evaluates the areas supported in the past for upward trends. The faculty and administration have conferences with parents to evaluate the trends that dipped lower and sync the results with the diocese to look for similarities. Some local businesses that are our “Partners in Education” display with pride the news clippings of school events and test results published in the local newspaper. Our testing creates a snapshot memory for progress and improvement.

4. Sharing Success:

The only Catholic school in Glynn County, Georgia, St. Francis Xavier Catholic School shares successes with the other Catholic schools in the Catholic Diocese of Savannah, Georgia, and the local private schools in the county. Within the Diocese, the schools share their “Terra Nova” testing results, curriculum guidelines, and academic events. The Catholic Schools Office publishes a monthly newsletter with all the schools,

highlighting different academic achievements, new research or resources, individuals in need of prayers, and birthdays. The school gathers with other teachers within the Catholic Diocese of Savannah to enhance diocesan curriculum objectives. Professional staff development opportunities are provided to all the Catholic schools in the diocese for three days each year. The students have had the privilege of visiting other Catholic schools within the diocese for academic events, retreats, and sports events. The school participates in the Model UN program with other county schools from Georgia and South Carolina. Students enjoy the challenges of participating in different academic environments. They compare and enhance their own abilities to achieve high goals based on the trends they see before them and witness at state and county events.

The population within the county has increased dramatically over the course of the past ten years, and the range of religious denominations at St. Francis Xavier Catholic School is diverse. The school is over 40% non-Catholic with a rich Catholic base and daily structure that is appreciated by all stakeholders regardless of religious affiliation. St. Francis Xavier Catholic School, founded by Sisters of St. Joseph of Carondelet, is deserving of national recognition for all 109 years of spiritual and academic service to the inner-faith community of Glynn County.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Religion is a core subject taught daily. From sacramental preparation to daily moral teachings, students grow in their knowledge of liturgical training and appreciation of Catholic beliefs. As future leaders of our society, Saint Francis Xavier students have eight years of service experience in conducting the celebration of liturgy, which includes the Gospel message, lives of the saints, music, and prayer.

English and language arts (ELA) are taught in combination in pre-kindergarten through eighth grade. It is mapped with technology, Spanish, library, art, and music classes which strengthen each student's vision on the pendulum of education. Technology is fully integrated as students weave through the computer lab at least four times a week, creating outlines and drafts, mapping literature, enhancing vocabulary, researching, creating power point slides, building graphs, writing mock United Nations resolutions, developing typing skills, and viewing and critiquing websites. A pilot wireless laptop tablet program is in place for additional student needs such as note taking, in-class research, cooperative learning, and on-line textbook access. Spanish, taught to every student in pre-kindergarten through eighth grade, increases from 30 minutes a week in the lower levels to 110 minutes a week in the upper levels. Library, art and music find strength from the collaboration of ELA teachers through association of grammar and writing skills, social justice debates, and concepts on writers/composers/artists of an era. The school's devotion to the critical thinking needed to survive in the modern world is unleashed in the daily make-up of the ELA plan.

Mathematics begins with patterns in pre-kindergarten and commences with algebra in eighth grade. The repetition of patterns to the skills of algebra is traceable in all levels of the math curriculum. The structure of the math program is in line with the student's needs for challenging work. Each year's skills focus on many perspectives of mathematics and the way mathematical problem solving is interwoven into daily life. The classrooms are equipped with age-appropriate materials and manipulatives. Intertwining grade level skills increases productivity and strengthens awareness of transitions by looping textbooks, workbooks, and online services. Students can visualize and build a solid math skills base through the repletion of different levels of varied instruction.

The world of science is ever changing and the modern advances in technology make the process of teaching science inviting. With the growth of technology and the visual imagery available, science plays an active role in the students' daily lives. Science gives way to the understanding of yearlong problem solving and methodology. Students learn at an early age that science takes time, and projects are developed on the solar system, cycle of life, earth's erosion, energy needs, chemical change and animal life. Students see science and nature first hand on field trips to the sea turtle center, local 4-H Center, NASA, barrier islands, Universal Studios, and the local hospital's pathology department. Included with the instruction is a resource teacher dedicated to science fair for all students in the fifth through eighth grades. Each student for four years uses the scientific method to prepare a project based on national standards.

Social Studies begins in the younger grades with the belief that students belong to a community which promotes positive actions and service. In the intermediate grades, the primary focus is on researching and discovering different regions of the country. Students engage in a variety of activities, beginning with an archaeological dig at Fort Frederica National Monument located on St. Simons Island, Georgia. In the upper levels, students look beyond the borders of the United States to the world community by participating in a six-month Model United Nations program. This award-winning program requires students to use a variety of skills and techniques ranging from debate and negotiation skills to using a systems thinking approach for problem solving.

2a. (Elementary Schools) Reading:

The English and language arts (ELA) curriculum evolves over the course of ten years. Within the luxury of a small environment, teachers collaborate and map skills from one grade to the next and dialog on trends as new patterns of thinking emerge. A phonics-based approach is the foundation of the reading program. A scope and sequence is closely monitored and evaluated yearly from the daily classroom instruction to the national testing results. The ELA curriculum begins in pre-kindergarten with the development of sights and sounds; a child begins to recognize letters and words and expands a verbal vocabulary. The students listen to stories as well as create their own stories, which are expressed verbally. The kindergarten year begins with the recognition of words and ends with the understanding of how a chain of words becomes a sentence. The connecting of words begins the process of daily writing activities. In the lower grades, the skills of reading and writing are addressed individually. Students pace themselves through several levels of reading textbooks, vocabulary workshop units, and common spelling lists; each grade is equipped with classroom libraries. A novel list, mapped out for the entire school community, ensures a broad and enriching experience of climatic encounters while reading. Local authors visit the school and share in the experience of writing and publishing a story book or novel. The upper grades expand the primary curriculum by using literature-based on-line textbooks and by reading timeless novels, newspaper articles, and journals. Cross-curricular topics such as Georgia history, romantic poetry, the Holocaust, and the Depression help strengthen students' perspectives. These grades set the tone for exploration with creative expression, appropriate grammar usage and appreciation of literature. The integration of technology and Spanish instruction enhance the language and grammar base. With a background of reading, students have produced award-winning essays on the local and state levels.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

The faculty engages in multiple ways of learning through the integration of core subjects, such as math and world history, into a student-choice program. The choice is integrated to create meaningful instruction through particular themes, topics or objectives. The cross-curricular technique affords learners the opportunity to choose classes suited to their interest level and learning needs. In addition to scheduled grade-appropriate art, music, library, Spanish, and physical education classes, elective classes are designed to have a combination of sixth, seventh, and eighth grade students, who share similar interests. Quarterly, students are able to choose from a long list of elective activities.

A sampling of daily electives includes the following:

- Architectural Design
- Athletic Conditioning
- Beginner Spanish
- Book Club
- Calligraphy
- Cheer
- Child Care Training
- Crocheting
- Musical Instruments
- Fiber Art
- Guidance

High Level Thinking Board Games
Impressionistic Painting
Indoor/Outdoor Games
Landscape Creations
Lessons in Magic
Literacy Magazine
Model UN
Printmaking
Quilting
Science Fair
Sewing
Stock Market Game
Technology
Vex Modeling/Car Modeling
Yearbook Design

The offerings include beginner Spanish for students new to the school, a guidance program focused on social interactions and personal self-esteem, and a winter term of science fair preparation with the resource science teacher. The schedule is randomly based for student ease. For example, if students have an interest in art, they have the opportunity to enjoy the subject several times a week. If an elective, such as a stock market game, cannot fit within the schedule, it is placed within a core subject . On occasion, it is incorporated within the sixth grade math class.

We extend the day to include many after school activities: art club, martial arts club, chess club, tennis, volleyball, basketball, soccer, track and field, golf club, student council. This small 109 year old school in the corner of Southeast Georgia is brimming over the top with advancements in multi-facet exploration.

4. Instructional Methods:

Students at St. Francis Xavier Catholic School take advantage of a combined 300 years of teaching experience. Many of the classroom teachers have multiple certifications in education. With this expertise, the teachers have the ability to combat concerns, improve instruction and nurture the community in a professional way. Daily, teachers provide a variety of activities to ensure a multilateral approach to the power of learning. For example, students within one classroom have a single concept explored in multiple ways. If the concept is potential energy in science class, students engage in discussions through the written word with one teacher, a hands-on lab with one of the resource science teachers, web-based research time, a field trip, and three evaluations. The first evaluation is gained through research, the second is from the lab, and the third is through a project or exam.

Students have different needs regardless of any diagnosed disadvantage. To fully nurture a child's personal potential, multi-faceted ways of teaching are essential. The teachers cross grade levels to research past techniques to support learning potentials for a particular class make-up. For instance, the seventh grade class has a cooperative nature that lends itself to more social learning. This class understands the role each member of the team contributes and uses the strengths from each member to create ample ways to address a concept. These features allow for flexibility to consult with each other and find ways to use each other's talent to create exploratory lessons using a variety of mediums.

Learners enjoy a cozy environment with the campus designed in a square. Most of the classrooms face outward toward a courtyard of greenery, tables, benches, and fish pond. Lessons are not confined to the classrooms; teachers take advantage of the courtyard, media center, and parish facilities for instruction. The learner produces materials that reflect his/her knowledge base of the concepts taught, and projects are long

term to ensure the process of understanding steps to completion.

5. Professional Development:

The administration is committed to self improvement through a wide range of means. On the local level, the teachers retreat within the Golden Isles to regain their insight on the gifts of life. From boat rides on the ocean to rocking chair meditation, teachers have an opportunity to recharge their own being and enrich their spirituality. Teachers' annual professional readings are chosen from a variety of sources including Association of Supervision and Curriculum Development, National Catholic Education Association and noted educational authors. All readings are completed individually; research papers and lessons plans are developed from the findings. Weekly gatherings to share spiritual readings bring the community closer. "Meetings of the Minds" are held throughout the year to discuss instructional, managerial and procedural achievement, and curriculum improvements. On a diocesan level, an annual institute is designed to foster the communication and improve practices within the Catholic Diocese of Savannah, Georgia. Participants gain current research on skills and practices to improve student learning such as brain research, multiple intelligences, special needs, and technology. On the national level, teachers attend the National Catholic Education Association Convention. When the location permits, teachers attend the Association of Supervision and Curriculum Development Conferences in addition to other athletic and subject-specific conferences. At the commencement of workshops, the teachers are actively using the new materials in the classroom; for example, in recent years students with Asperger's Syndrome have entered the school. Teachers have attended workshops to design instruction for the students. Teachers attending brain-based workshops have altered the amount of time given for didactic instruction and now include more kinesthetic learning among subjects. The school has implemented a structure of discipline called "Discipline with a Purpose," which includes age-appropriate activities for all grade levels. From individual to school-wide needs, teachers advance the content standards through their willingness to research current findings in the field of education.

6. School Leadership:

The leadership of the school is designed around a circle rather than a tiered chart. The Catholic Diocese of Savannah is the supportive outermost circle. The second circle inward is the administration, which includes principal, pastors, representative from the Sisters of St. Joseph, school advisory board, an assistant to the principal, primary liaison, development director, home and school association, "Discipline with a Purpose" chairperson, counselor, and athletic director. The third circle inward consists of the coordinators; every teacher has a project to coordinate outside the classroom. A list of projects from café coordinator to student council sponsor is published and consulted frequently during the school year; everyone shares in the success of the school's yearly activities. The fourth inner circle represents the teachers and the fifth inner circle represents the parents and students. The circles wrap an entire support system around students and parents to enrich their experience within the school community.

The role of the principal is ringmaster; the principal serves anyone at any time. Dedication to the entire community is essential to the growth of the school. Listening to others, consulting professionals, researching the history of the environment, keeping abreast of trends, monitoring the curriculum, evaluating national testing scores, finding new resources, developing productive procedures, visiting classrooms, and allowing oneself to laugh are fundamental to the life of a principal.

Together, the circle of support allows for individual success. A student engages in a variety of activities led by a variety of teachers, which allows the student body to see the environment as interchangeable. The physical education teacher transforms into the Lenten prayer service coordinator. The sixth grade teacher visits every grade level to demonstrate discipline activities that encourage sharing, social skills, and problem resolution. The counselor teaches guidance and individually counsels students while maintaining an elective class on

magic. In all, the community overlaps instruction, activities, and special events to create a prolific atmosphere.

PART VI - PRIVATE SCHOOL ADDENDUM

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>\$3300</u>	<u>\$3300</u>	<u>\$3300</u>	<u>\$3300</u>	<u>\$3300</u>	<u>\$3300</u>
K	1st	2nd	3rd	4th	5th

<u>\$3300</u>	<u>\$3300</u>	<u>\$3300</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? \$ 5468 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 213
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
4 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
17 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 1 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	68	72	79	85
Number of students tested	26	22	28	21	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 1 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	78	79	84	81
Number of students tested	26	22	28	21	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 2 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	68	66	83	72
Number of students tested	23	29	23	19	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 2 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007/Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	69	73	73	70
Number of students tested	23	28	23	19	23
Percent of total students tested	100	96	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 3 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	62	70	76	74	69
Number of students tested	25	24	17	25	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 3 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	61	70	69	68	63
Number of students tested	25	24	17	25	29
Percent of total students tested	100	100	94	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 4 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	54	75	75	70	67
Number of students tested	24	17	22	23	17
Percent of total students tested	100	94	100	92	94
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	66	69	70	66	68
Number of students tested	23	17	22	25	17
Percent of total students tested	95	94	100	100	94
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 5 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	65	75	63	66	65
Number of students tested	21	23	28	16	25
Percent of total students tested	100	100	100	94	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 5 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	75	65	70	69
Number of students tested	21	23	28	16	25
Percent of total students tested	100	100	100	94	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 6 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	65	59	64	62
Number of students tested	21	29	22	23	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	66	65	71	67
Number of students tested	21	29	22	23	27
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 7 Test: Terra Nova

Edition/Publication Year: Seocnd Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	70	70	67	70
Number of students tested	28	19	23	23	26
Percent of total students tested	100	94	100	96	96
Number of studentds alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 7 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	64	72	71	71	73
Number of students tested	28	19	23	22	26
Percent of total students tested	100	94	100	96	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 8 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	70	65	72	72
Number of students tested	17	21	26	21	15
Percent of total students tested	100	100	100	88	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 8 Test: Terra Nova

Edition/Publication Year: Second Edition 2003-2007, Third Edition 2008 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	77	71	77	77
Number of students tested	17	21	26	24	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

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