

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: Mr. Joseph R Carmen

Official School Name: Our Lady of Fatima School

School Mailing Address:
225 Danbury Rd
Wilton, CT 06897-4007

County: Fairfield State School Code Number*: 2116101

Telephone: (203) 762-8100 Fax: (203) 834-0614

Web site/URL: www.olfcatholic.org E-mail: joseph.carmen@diobptedu.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Margaret Dames

District Name: Diocese of Bridgeport Catholic Schools Tel: (203) 416-1375

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: Mrs. Christine Poppy

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

 2 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	12	19	31	7	13	5	18
K	7	13	20	8	8	9	17
1	5	13	18	9	0	0	0
2	6	4	10	10	0	0	0
3	7	12	19	11	0	0	0
4	10	3	13	12	0	0	0
5	6	6	12	Other	0	0	0
6	12	13	25				
TOTAL STUDENTS IN THE APPLYING SCHOOL							183

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % 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: 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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1.	184
(5)	Total transferred students in row (3) divided by total students in row (4).	0.043
(6)	Amount in row (5) multiplied by 100.	4.348

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

Total number limited English proficient 0

Number of languages represented: 0
Specify languages:

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

Total number students who qualify: 6

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.

Our Lady of Fatima does not participate in the federally supported lunch program. However, our calculation was determined utilizing the guidelines and criterion for the federally supported lunch program. Data was obtained in our review of financial records for tuition assistance.

10. Students receiving special education services: 4 %

Total Number of Students Served: 8

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>6</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support staff	<u>0</u>	<u>3</u>
Total number	<u>12</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 13 :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%	97%	98%	96%
Daily teacher attendance	99%	98%	98%	98%	97%
Teacher turnover rate	7%	0%	0%	18%	21%

Please provide all explanations below.

Note on FTE calculation: The FTE calculation used to determine the average school student-classroom teacher ration includes the 11 full time teachers and 6 part time teachers. The 6 part time teachers were factored at a .5 equivalency factor. The part time teachers equate to an additional 3 FTE.

Teacher turnover: Teacher turnover exceeded 12% in AY 2004-2005 and AY 2003-2004. OLF has a relatively small staff, thus changes of 1 to 2 teachers appear misleading as a large percentage. Teachers have left for family and professional reasons, however the actual number of teachers leaving remains small.

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

“Innovative...Dynamic...Nurturing...Excellence.” Those words have been used since 1962 to describe Our Lady of Fatima School.

The mission of Our Lady of Fatima School is to provide, in a creative atmosphere, a child-centered education of academic excellence for students from preschool through eighth grade.

The school's vision is that the OLF graduate will be highly educated in a wide spectrum of academic disciplines, confident of success in the world around them and capable as a leader in service to others. The graduate will make decisions based on service to the community rather than their own immediate needs.

Our Lady of Fatima School creates students of competence, conscience, and compassion. The philosophy of the school is to provide each student with challenging and thoughtful teaching, *cura personalis*, or care for the individual, and motivation in a spiritual environment.

OLF's fundamental purpose is to provide a truly outstanding Catholic education for the students based on a code of Christian conduct. By adhering to this code, we strive as a community to teach our students individual responsibility that gives witness to Catholic beliefs and values. The school offers an educational program tailored to the diverse needs of students in grades pre-kindergarten through eight.

The goals of our school go beyond academic subjects. Each day the school community focuses on creating the right conditions for learning. These conditions are realized by building upon our “3R’s”...*Relationships, Rigor and Relevance*. We lead by the four values that define the “Fatima Way”. These values are Respect, Compassion, Responsibility and Hard Work. Teachers utilize the diocesan curriculum mapping process, combined with differentiated instruction techniques to ensure success for all of our children.

OLF students excel at the local and national levels, consistently winning awards for art, science, literature and mathematics. OLF produces leaders of character. Visitors remark on the way the older students uniquely care for and mentor the younger students, from the playground to National Junior Honor Society run tutoring sessions.

Binding this all together is a level of parental commitment that is unparalleled. Parents fill many roles at OLF, from room parent to Athletic Director. These volunteers allow increased co-curricular activities normally found at much larger schools. Visitors to OLF witness parents, family and alumni ensuring the next generation of graduates is as well prepared as previous ones.

OLF is committed to fostering the harmonious development of a child's God-given talents: spiritually, intellectually, physically, emotionally and aesthetically. While preparing them for further education, their life's work and social interaction, OLF reaches beyond these goals to produce a growing love of learning and enthusiasm for life that will enable them to meet ever-changing challenges. All involved with OLF (teachers, parents, alumni, staff), work to achieve this development by personal concern for each student, competitive educational programs, distinctive Catholic spirit and a formative sense of community. This is done in the hope that students will become positive leaders in the community, dedicated to serving God and humanity and guided by a profound sense of justice.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

OLF assesses students yearly utilizing the Iowa Test of Basic Skills (ITBS). The ITBS is a series of nationally normed, standardized tests administered to students in grades, three through seven. The ITBS is utilized to measure students' achievement in the areas of reading, language arts, mathematics, science and social studies at grades. All students are tested in a self contained classroom environment with no subgroups tested separately. The educational team at OLF utilizes these scores as part of the strategic planning process. Three of the fundamental purposes for testing are (1) to determine each student's developmental level within a test area, (2) to identify a student's areas of relative strength and weakness in subject areas, and (3) to monitor year-to-year growth in the basic skills. In analyzing these results OLF is able to determine systemic strengths and weaknesses and prepare a tactical action plan for school and individual student improvement.

The OLF Team uses the ITBS scores, in conjunction with our **"Quality School Rubric"** and a Data Driven Decision Making Process (D3M) to prepare a strategic school improvement plan and the tactics that support its implementation. Defining what is a quality school, is a thought provoking task. Today that definition is often only linked to the scores achieved by a school's students on CT tests. Test results are clearly important, but we also believe there are other attributes that need to be considered when describing a quality school. The school education team developed a rubric that defines the significant attributes of a quality school.

There are four Dimensions that organize the OLF Quality School Rubric: Student Success, Learning Environment, Educational Program and School Culture. Each dimension is further delineated by a number of supporting pillars, along with performance indicators that characterize a continuum from "Exceeds Expectations" to "Poor". The Quality School Rubric is a tool that has guided and will continue to provide focus on our mission to create the right conditions for learning.

OLF's standardized scores consistently exceed national averages and NCLB-BRS program standards. The school community is most proud that in 2007-2008 all grades tested (Grades 3-7) scored in the top 10% in all areas. The 7th grade class in 2007-2008 demonstrates the commitment to excellence found at OLF. Students scored in the 91st percentile for Reading, 81st percentile for Math, 88th percentile for Social Studies, and 86th percentile for Sources of Information. The scores for Reading and Math exceeded the student percentile equivalent for the 90th school percentile of 76 and 73 respectively.

Based upon five years of testing data, OLF consistently scores in the top 10-15% of Reading and Mathematics, year over year for every grade tested. It should be noted that the students entering OLF come from varied educational and socioeconomic backgrounds, yet all consistently exceed the standards and norms. We find this to be a validation of our academic and instructional practices. By creating high expectations for every student, we raise their level of achievement.

2. **Using Assessment Results:**

The school utilizes both formative and summative assessment data, in conjunction with our Quality School Rubric to prepare our strategic plan, formulate goals, monitor progress and improve student performance. The educational team uses ITBS data to analyze the school's strengths and weaknesses relative to the dimensions and elements of the Quality School Rubric (QSR). The team then establishes school wide goals. Teachers will review their own student's individual achievement and develop their own class and student level goals. Integral to this is the identification of support and professional development that the teacher needs to achieve

their goals. This partnership is created between the principal and individual teacher during their initial goal setting session.

Teachers meet three to four times per month with their School Improvement Team. OLF's School Improvement Teams are aligned according to grade level (PK-2/3-5/6-8). During these work sessions, the teachers review multiple types of assessments to measure their progress vs. goals. For example, teachers in K, 1 and 2 administer the DRA (Developmental Reading Assessment) three times per year. Teachers review results with each other, identify students in need of intervention and work collaboratively to develop unique action plans for each student.

All teachers utilize their assessment data to ensure student mastery of learning objectives from the Diocesan Curriculum maps, which are aligned to CT state standards. As assessment data is reviewed we constantly are making "mid-course corrections" to our teaching in order to ensure student success. The OLF team uses many data analysis tools, from Ishikawa (Fishbone) diagrams to Pareto analysis to determine root cause of issues and develop proper student centric interventions. Our cyclical approach, coupled with an attitude of continuous improvement and student centricity ensures continual improvement of teaching and learning.

3. Communicating Assessment Results:

OLF communicates Assessment Results in a myriad of manners with all school stakeholders. ITBS scores are sent to parents along with a pamphlet explaining the interpretation of results. Accompanying this report is a second document prepared by the Northeast Foundation for Children that details age appropriate developmental milestones. Academic results are shared with parents formally via 4 quarterly marking period report cards. Teachers have also created a 5 week interim grade report. OLF teachers utilize an online web based gradebook. This method allows parents to log into their student's gradebook and receive real time information regarding their child's achievement.

All teachers maintain classroom websites that list assignments, curricula and upcoming events. Weekly school and classroom newsletters are utilized to build the home school connection. The principal conducts monthly outreach meetings with parents to discuss school events and utilizes this forum to communicate assessment data.

OLF students are a presence in the local newspapers. OLF has been featured numerous times for its academic, extracurricular and athletic success.

4. Sharing Success:

OLF shares its success at every opportunity. The staff at OLF is very open and engaging, willing to share their techniques and strategies through a variety of forums. OLF is part of the Diocese of Bridgeport, a community of 39 schools in Fairfield County, Connecticut. As such, and under the Diocesan leadership, the schools have become parts of a larger learning community. Professional development sessions are focused on teacher learning teams. These teachers conduct professional, focused discussions on improving student learning, sharing best practices in the classroom. Vertical articulation sessions and continuous review of curriculum maps ensures that superior techniques are shared across grade levels and schools.

If awarded a Blue Ribbon Award, we would utilize our newly improved and launched website (www.olfcatholic.org) as a method of digital information dissemination. On our site we would create a "Blue Ribbon Best Practices" section. This section would include links to school methods and procedures. Teachers would upload their own lesson plans for use by others. The staff has fully embraced the use of Techpaths, our

curriculum mapping software. In fully aligning their lessons to the curriculum maps the teachers would create discussions with teachers around the country and around the world.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our curriculum “Plus” concept, allows students to grow by studying important traditional core subjects but the way they are instructed is at the core of our innovative approach. The "Plus" comes with the integration of real-life lessons; project based learning and practical life applications into the core curriculum

The Religion program develops an appreciation for God’s world around them and works towards developing an understanding and appreciation of Gospel teachings, Scripture, prayer, sacraments, church history and service to the community. All grades plan and participate in liturgical services and community service projects.

Social Studies and History provide students an opportunity to study and understand the people of the past and the geography that contributed to world development. They develop an understanding and appreciation of how cultural, political and human systems have shaped our history.

Our Language Arts program uses a dynamic educational process which is cognizant of individual needs of children. There is concerted emphasis on balanced literacy through a well designed program that has a strong focus on reading, writing and speaking skills.

The OLF math program focuses on both the process and the product of mathematical thinking. Our curriculum challenges students to explore math concepts from a multi-sensory approach- numerical, geometrical and analytical. Children learn that there are many ways to solve problems.

Science explores the study of life, physical and earth sciences through an inquiry based approach, starting at the youngest grades. Students are taught to think like scientists rather than memorize facts.

OLF’s core curriculum for all students includes Reading, Language Arts/English, Science, Math, Social Studies/History, Religion, Art, Music, Physical Education, and Technology Integration. All students in grades 5-8 take either French or Spanish 135 minutes per week for 4 years. Students in Grades K-4 also receive introduction to Spanish one day per week.

OLF enriches the educational experience of our children through diverse academic, athletic, extracurricular and artistic activities. An example is “Riverwalk”. Our students don’t learn about the water cycle and environmental impacts in a traditional, didactic manner. They explore stream tables then head to the field, physically following the streams and rivers all the way down to exploring the Long Island Sound via boat. These explorations are embedded in all disciplines, at all grade levels. In English, students become the authors they read, History students transport themselves to Ancient Greece for the day in our Greek Day celebration, Science Fairs, Art and Literature Exhibitions fill our calendar with truly rewarding learning.

Service learning projects integrate our school community with our local one through Student Council run activities and fundraisers from Thanksgiving Food Drives, Support our Troops Drives, Breast Cancer Awareness Day and monthly visits to the elderly.

OLF's Fine Arts program (Art and Music) enriches our children at every grade. In Art class students are instructed in art production, history, criticism and aesthetics. Music instruction develops our students through singing, composing and analyzing various pieces. OLF is most proud of the annual musical performance. All

students in grades 4-8 participate in the Broadway style production. The benefits to our students are readily visible in their confidence, self-esteem and presentation skills.

Our students also have the benefit of the latest, cutting-edge technology: By 3rd grade all students can prepare and deliver a PowerPoint presentation. A robust, active web presence gives parents, teachers, and students a dashboard of performance and trends in academic work. Every classroom is a digital classroom, complete with a Smartboard enabling electronic presentations and automatic e-mail transmissions of copies of the day's notes to students.

Our focus remains a steadfast commitment to ensuring student achievement.

2a. (Elementary Schools) Reading:

The OLF reading program consists of Guided Reading, Learning Lab, and set work or center time. Each child is tested utilizing the Developmental Reading Assessment (DRA), three times per year, leveled at their reading ability then placed in groups of 4 or 5 students for the Guided Reading part of the program.

In Learning Lab students work on skills and activities centered on reading. "Reading Apprenticeship" program techniques from CALWEST are utilized to teach students how to read across disciplines.

Two very important parts of the program are the team time where grade level teachers plan together and the collaboration time when the Pre-School/Kindergarten, 1st/2nd grade reading team and the 3rd /4th grade reading team meet separately each week to talk about student progress and learn more about reading strategies.

The OLF reading program consists of interactive activities, learning games, assessments, and positive reinforcement. Guided reading is a vital part of the reading program. The OLF program curriculum relies on many learning tools: reading activities, reading games, reinforcement exercises, and assessments. The major strands are vocabulary development, reading comprehension, and literature, writing strategies, writing applications, English language conventions, listening and speaking.

OLF focuses on and uses guided reading to help students understand reading level appropriate literature. Comprehension is tested by asking children to respond to questions, make predictions, and compare information from several sources. The teacher exposes children to narrative and expository text, classic and contemporary literature, magazines, newspapers, and online information, thus encouraging reading skill.

Since language bears the noble ideas of civilization, the overarching result of this program is to give students a mastery of our language, that would enable them to comprehend great ideas in literature. We seek to instill in our students a love and enjoyment of reading for both pleasure and information.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

The English and Language Arts curriculum at OLF is based on the skills of reading, writing, speaking and critical thinking. At OLF students must read critically and analytically. They learn to write clearly and concisely; students must speak clearly and confidently.

Critical thinking is the tool needed for each of these skills. Students' arguments must be based on facts, evidence and logic. They must search for the truth. OLF students read 18-20 books a year and are continually one of the honorees in the Connecticut Governor's Summer Reading program. These books then become a source for discussion. The short story, poetry and drama are studied each year.

Literature circles are begun by the 4th grade. A visitor may look into a classroom and see students dressed in period clothes as they speak about the author they just read. The annual Literature and Art Show produces amazing original short stories, poems and other works each and every year.

OLF students write numerous papers a year. Writing is both creative and expository. A focus of all years is writing thesis statements and developing papers from these statements, even in the early primary grades. Research is expected after sixth grade. The school publishes a Literary Journal twice a year. Students submit monthly pieces of writing to "Writer's Mailbox" and receive recognition for their works. Receiving schools continually comment on OLF graduates strength in this area.

Speaking at OLF includes class discussion, the public reading of stories, poems and the student's own written work, participation in plays and skits, and some formal speaking. The school conducts an annual poetry slam that is well received and attended.

The ideal OLF graduate is a student, who reads, can think on their feet, and express themselves clearly and concisely in both the spoken and written word.

4. Instructional Methods:

Carol Ann Tomlinson, a leader in the field of differentiated instruction, and her colleagues define differentiation as "an approach to teaching in which teachers proactively modify curriculum, teaching methods, resources, learning activities, and student products to address the needs of individual students and small groups of students to maximize the learning opportunity for each student in the classroom." The entire process of differentiation is rooted in an assumption of differences among learners — it does not come as a surprise. These student differences include variance in interest, background knowledge, and ability. In addition, these variations are influenced by language, gender, culture, and ethnicity. Although often used in the discussion of supporting students whose achievement is lower than the class average, differentiated instruction was conceived as a way to meet the needs of learners identified as talented or gifted, especially as more of these students were moved into heterogeneous classrooms. We view and approach all of our students at OLF as gifted and take a differentiated teaching approach to ensure success of their learning.

Teachers actively utilize Gardner's Multiple Intelligences theory and approach their lesson design from the approach of engaging their student's varied learning styles. An example would be in our approach to academic vocabulary. Teachers use word walls, graphic organizers, contextual analysis and morphological

analysis to teach students new vocabulary across all disciplines. OLF does not prescribe to one methodology for instruction. Instead we are constantly adding tools to our pedagogical toolkit and then applying them as appropriate to ensure our student's success.

5. Professional Development:

The professional development program is fully integrated into supporting student's learning and individual professional development programs. The professional development program is supported at the Diocesan, school and individual teacher level. It is a collaborative effort designed to best meet student needs by creating lifelong learners amongst the staff.

At the Diocesan level, teachers are engaged in ongoing curriculum mapping activities. An annual Teacher's Institute reinforces the Diocesan mission and allows teachers a chance for vertical teaming within their specialty area. In the analyzing of data, systemic areas for improvement were identified in utilizing data, reading and writing across the curriculum. Professional development has and continues to be conducted at the small group level training educators in these techniques.

School level professional development reinforces these areas and is tied explicitly to supporting school and teacher goals for students. PD has been conducted on topics such as reading instruction, inquiry based science instruction, differentiated instruction/responsive teaching, Responsive Classroom techniques, Bullying prevention, D3M, Writing improvement, the Ecological Classroom model and meeting the needs of diverse learners.

Teachers receive a minimum of 16 hours of professional development and are encouraged to become lifelong learners through partnerships with two local universities that provide significant tuition discounts. Teachers also utilize local RESCs (Regional Educations Support Centers) for both on-line and on-site training that supports their individual needs.

6. School Leadership:

The principal is the instructional leader of the school. He utilizes a leadership philosophy of servant leadership, placing students at the top of the priority list. Through presentations, discussion and interactions with students, parents and teachers the principal strives to ensure his message of the student being placed first in all the OLF does is carried home. The principal greets the students each morning when they enter the building, he eats lunch with them to understand each student's needs. He has an open door policy that is used by teachers, parents and students.

The principal begins each week with a "Monday Morning Memo" to the OLF team. In it he highlights successes, areas for improvement and upcoming key events. Every week he sends a school newsletter home, the "Fatima Flyer", that highlights and focuses the mission of the school.

The principal leads professional development sessions and facilitates school improvement team meetings. He meets with parents monthly at an open meeting, with the members of the Home School Association and the school advisory board.

The principal believes in distributed leadership and has empowered his teachers to take responsibility for student achievement and the methods used to ensure it happens. He conducts both formal and informal observations of teachers. During informal observations the principal utilizes the "Evidence of Quality

Toolkit” to collect anecdotal data and uses this for school improvement. He leads the school improvement process through the use of the Quality School Rubric.

Above all else, the principal strives to be an example for the children and teachers in the school of professionalism and the manner in which one should act.

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>\$5600</u>	<u>\$5600</u>	<u>\$5600</u>	<u>\$5600</u>	<u>\$5600</u>	<u>\$5600</u>
K	1st	2nd	3rd	4th	5th

<u>\$5600</u>	<u>\$5600</u>	<u>\$5600</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? \$ 5540 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 500
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
7 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
28 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 3 Test: ITBS
 Edition/Publication Year: Form A/2000 Publisher: Riverside Publishing
 Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	85	84	76	74
Number of students tested	14	23	26	27	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
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score					
Number of students tested					
2. N/A(specify group)					
Average Score					
Number of students tested					
3. N/A(specify group)					
Average Score					
Number of students tested					
4. N/A(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: ITBS
Edition/Publication Year: Form A/2000 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	86	86	84	78
Number of students tested	14	25	21	17	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
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score					
Number of students tested					
2. N/A(specify group)					
Average Score					
Number of students tested					
3. N/A(specify group)					
Average Score					
Number of students tested					
4. N/A(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: ITBS
Edition/Publication Year: Form A/2000 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	85	64	85	78
Number of students tested	23	23	24	17	21
Percent of total students tested	100	100	96	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score					
Number of students tested					
2. N/A(specify group)					
Average Score					
Number of students tested					
3. N/A(specify group)					
Average Score					
Number of students tested					
4. N/A(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: ITBS
Edition/Publication Year: Form A/2000 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	79	75	79	79
Number of students tested	17	11	16	21	20
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
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score					
Number of students tested					
2. N/A(specify group)					
Average Score					
Number of students tested					
3. N/A(specify group)					
Average Score					
Number of students tested					
4. N/A(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:

