# U.S. Department of Education
## *2010 - Blue Ribbon Schools Program*

Type of School: (Check all that apply)     [] Charter [] Title I [] Magnet [**X**] Choice

Name of Principal:  Mr. Kent Clady

Official School Name:  Our Lady of the Greenwood Catholic School

School Mailing Address:
   399 South Meridian Street
   Greenwood, IN 46143-1696

County: Johnson      State School Code Number*: B535

Telephone: (317) 881-1300    Fax: (317) 885-5005

Web site/URL: www.ol-g.org      E-mail: kclady@ol-g.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. Ronald Costello

District Name: Archdiocese of Indianapolis      Tel: (317) 236-1430

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. Tracey Gleixner

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.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

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
    [ X ] Suburban
    [   ] Small city or town in a rural area
    [   ] Rural

4.  __6__ Number of years the principal has been in her/his position at this school.

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 | 17 | 26 | 43 | 6 | 23 | 23 | 46 |
| K | 17 | 24 | 41 | 7 | 29 | 26 | 55 |
| 1 | 23 | 15 | 38 | 8 | 24 | 24 | 48 |
| 2 | 19 | 21 | 40 | 9 | | | 0 |
| 3 | 20 | 25 | 45 | 10 | | | 0 |
| 4 | 16 | 23 | 39 | 11 | | | 0 |
| 5 | 29 | 22 | 51 | 12 | | | 0 |
| | | | **TOTAL STUDENTS IN THE APPLYING SCHOOL** | | | | 446 |

6. Racial/ethnic composition of the school:

      1 % American Indian or Alaska Native

      0 % Asian

      1 % Black or African American

      2 % Hispanic or Latino

      1 % Native Hawaiian or Other Pacific Islander

      94 % White

      1 % Two or more races

      **100 % Total**

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

7. Student turnover, or mobility rate, during the past year: __2__%

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

| | | |
|---|---|---|
| **(1)** | Number of students who transferred *to* the school after October 1 until the end of the year. | 2 |
| **(2)** | Number of students who transferred *from* the school after October 1 until the end of the year. | 5 |
| **(3)** | Total of all transferred students [sum of rows (1) and (2)]. | 7 |
| **(4)** | Total number of students in the school as of October 1. | 449 |
| **(5)** | Total transferred students in row (3) divided by total students in row (4). | 0.016 |
| **(6)** | Amount in row (5) multiplied by 100. | 1.559 |

8. Limited English proficient students in the school: __0__ %

Total number limited English proficient __0__

Number of languages represented: __2__

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: __5__%

        Total number students who qualify: __24__

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: __9__%

    Total Number of Students Served: __38__

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

| | | | |
|---|---|---|---|
| 5 | Autism | 0 | Orthopedic Impairment |
| 0 | Deafness | 0 | Other Health Impaired |
| 0 | Deaf-Blindness | 6 | Specific Learning Disability |
| 0 | Emotional Disturbance | 26 | Speech or Language Impairment |
| 1 | Hearing Impairment | 0 | Traumatic Brain Injury |
| 0 | Mental Retardation | 0 | Visual Impairment Including Blindness |
| 0 | Multiple Disabilities | 0 | Developmentally Delayed |

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

| | Number of Staff | |
|---|---|---|
| | **Full-Time** | **Part-Time** |
| Administrator(s) | 1 | 1 |
| Classroom teachers | 18 | 2 |
| Special resource teachers/specialists | 5 | 1 |
| Paraprofessionals | 0 | 3 |
| Support staff | 2 | 1 |
| Total number | 26 | 8 |

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

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

|  | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Daily student attendance | 97% | 97% | 97% | 99% | 97% |
| Daily teacher attendance | 96% | 96% | 97% | 96% | 96% |
| Teacher turnover rate | 0% | 0% | 9% | 4% | 4% |
| Student dropout rate | 0% | 0% | 0% | 0% | 0% |

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

# PART III - SUMMARY

Our Lady of the Greenwood is a Catholic school serving students in pre-school (3-4 year olds) through eighth grade. It lies in Johnson County and is located at 399 S. Meridian Street, Greenwood, Indiana. As part of the South Deanery parish schools of the Archdiocese of Indianapolis, students come from within the parish boundaries which include the school districts of Center Grove, Greenwood, and Clark Pleasant. Students are also enrolled from outlying areas such as Bargersville, Shelbyville, Mooresville, and Martinsville.

Currently, Our Lady of the Greenwood School has an enrollment of 403 students in kindergarten through eighth grade. There are two classes each in first through fourth grade with an average enrollment of twenty students per classroom. In grades five through eight, each pair of classrooms averages twenty-five. Our Lady of the Greenwood School offers both full-day and half-day sessions of kindergarten. There are two classes each of the preschool threes and fours.

With the exception of preschool, all grade levels are provided regular opportunities for collaborative planning. Grades six through eight are in a middle school setting with content area teachers for literature, English, science, math, social studies and religion. Students at all levels receive instruction from licensed instructors in art, health, physical education, and technology. Middle school students also receive instruction in Spanish. All students, pre-school through eighth grade, have access on a daily/weekly basis to a library of 17,000 titles.

For those students who require special learning accommodations, Our Lady of the Greenwood benefits from the resource teachers provided by Johnson County Special Services. Resource teachers work with students within their classrooms and in separate pull-out sessions, individually or in small groups as indicated on individual service plans. Our Lady of the Greenwood also employs staff to provide enrichment for those students needing an additional challenge in their daily work. Students benefit from three achievement levels of math instruction at each grade with teachers assigned according to prior teaching success at that achievement level.

The faculty of Our Lady of the Greenwood believes in recognizing each student's individuality by providing a fair, loving, safe, and compassionate atmosphere that meets the needs of the whole child--spiritual, academic, physical, social, and emotional. In continuing efforts to meet these needs, the position of dean of students was created to provide additional guidance for students as they develop their social skills and sharpen their academic skills. The part-time dean supports the staff as they endeavor to accommodate the needs of all students in a disciplined environment while maintaining high academic and behavioral expectations. Another important factor that characterizes Our Lady of the Greenwood is that the faculty works to grow professionally through continuing education and collaboration with other educational professionals. In an effort to continue implementing best practices, instructional coaches have been added to the staff to support continued implementation of school improvement goals. Many of the faculty members of Our Lady of the Greenwood School have over twenty years of teaching experience with many holding Master's degrees. They bring their expertise to the school community by sharing their special talents in all areas-especially music, drama, art, and technology.

The entire Our Lady of the Greenwood community strives to live as disciples of Jesus. Our families come from all parts of Johnson County, from different socio-economic levels, and from a myriad of professions; but the one thing all agree upon is the importance of Jesus as the center of all that is said and done at Our Lady of the Greenwood School.

# PART IV - INDICATORS OF ACADEMIC SUCCESS

1.  **Assessment Results:**

Our Lady of the Greenwood participates in the Indiana ISTEP+ testing program. Students in grades three through eight take this test. ISTEP+ measures skills used in English/language arts and mathematics. Additionally, in grades five and seven, science is part of the yearly testing program. Beginning in 2009, the date of the test was moved to the spring; science was moved to grades four and six, and social studies was included as part of the assessment for grades five and seven. Scores on ISTEP+ are based on Indiana's academic standards. Three levels of achievement are designated: Pass+, Pass, and Did Not Pass. Pass+ is awarded to students who meet the passing standard and demonstrate high achievement in the knowledge and skills of the content area. Pass is awarded to students meeting the passing standard. Did not pass reflects that students will need remedial assistance. State mandated End of Course Assessments are administered to algebra students in May to provide opportunity for placement in advanced high school math classes. To provide further data for intervention, language arts benchmark tests developed by the Center for Innovation in Assessment were adopted for grades K-2 in the fall of 2009. These tests will be administered three times annually.

The last four years' results reveal consistently high performance among Our Lady of the Greenwood students. In the spring of 2009, ninety-five percent of third graders passed the English/language arts and eighty-six percent passed the math sections of ISTEP+; ninety-eight percent of eighth graders passed the English/language arts of which thirty-six percent earned the Pass+ designation in English/language arts. One hundred percent of the eighth graders passed the math portion with thirty-eight percent Pass+. With ninety-one percent of our students passing English/language arts and math, Our Lady of the Greenwood School earned a rating of "Exemplary," which is the highest attainable rating, from the Indiana Department of Education. Evidence indicates that the longer a student attends Our Lady of the Greenwood School, the greater opportunity he or she has for success on ISTEP+.

Another indicator of success is the writing applications test on ISTEP+. To score proficient, students must achieve a four or greater on a six point rubric. For 2008-2009, ninety-three percent of third graders scored proficient; whereas, ninety-six percent of the eighth graders scored proficient. For the third graders, this was almost a thirty percent increase from the previous year.

In analyzing the ISTEP+ data, the staff observes that although students are high achieving, there are areas of lesser strength. For example, when analyzing the applied skills/open ended questions on ISTEP+, the conclusion drawn by the staff indicates the students need to synthesize important information called for on these types of questions. The supporting data for problem solving (5th grade, 2007-2008) indicates that when answering multiple point questions, as many as fifty percent of students earned zero points on many occasions.

Over the past six years, the number of eighth graders passing in English/language arts has been twenty-five to thirty-two percentage points above the state average. In math, it has been twenty-two to thirty-two percentage points above the state average. Our Lady monitors and compares assessment results with other Archdiocesan, other non-public, and Indiana schools as a whole. This assessment data is available through the Indiana Department of Education website (www.doe.state.in.us) and/or the Indianapolis Archdiocesan Office of Catholic Education (www.archindy.org). Based on this data, Our Lady of the Greenwood is in the top ten percent of schools passing the state assessment.

2. **Using Assessment Results:**

Our Lady of the Greenwood analyzes data provided by testing, teacher-created assessments, and daily student work to facilitate curricular planning. Teachers meet frequently with their co-teacher(s) and with the instructional coach to evaluate student performance toward exceeding state standards.

Data from assessments such as STEEP (System to Enhance Educational Performance) is evaluated to identify students who need interventions in reading and math. Students take this assessment three times per year. Once students are identified, they are placed in an intervention program based on their current level of achievement. The three reading interventions offered at Our Lady of Greenwood School include Headsprout for kindergarten and Read Naturally for grades one through eight. Progress monitoring is completed weekly to ensure growth. Resource teachers work closely with classroom teachers, administrators, and the special needs staff to develop and implement further interventions for students.

In 2009, a new source of data for K-2 is the Indiana Reading Diagnostic Assessments.  This assessment compares student performance to the average class performance and the individual's anticipated achievement for the fall, winter, and spring administrations.  Test results assist teachers in targeting those students most in need of intervention. Curriculum can be adjusted if average classroom performance is not at the expected level.

In analyzing data from ISTEP+ testing as well as local assessments, Our Lady of the Greenwood determined a need for all students to improve writing skills across the curriculum, particularly in open-ended types of questions. All professional and curricular development focuses on this goal by utilizing strategies such as Question/Answer/Response.

ISTEP+ data in mathematics is used to assign students to their math instructional group. Achievement levels are high, average, and at risk. While all instruction meets the state standards for the grade, grouping provides opportunity for enrichment and intervention.

3. **Communicating Assessment Results:**

Our Lady of the Greenwood Catholic School works continuously to communicate student achievement to parents, the parish community, and to the community at large. The school website provides increased school-to-home communication. Teachers use web pages linked to the school website to post assignments, study guides, photos, classroom events and expectations. Teachers update the web pages daily/weekly, and send emails to parents when necessary to keep them informed of classroom activities. The school newsletter, *The Eagle Flyer*, school commission minutes, and PTO communications are also available through the school website.

Academic achievement is communicated to parents through mid-quarter progress reports and quarterly report cards. An on-line grade report is available to students/parents in grades 6-8. Formal parent-teacher conferences are held at the end of the first quarter for students in kindergarten through eighth grade. However, informal conferences are held at any time and can be requested by either the parent or the teacher.

ISTEP+ test scores and explanation of these scores are sent home with the students, as are copies of the Indiana State Standards pamphlets for each grade level. Parents are also given an opportunity to view the ISTEP+ results on-line. Our Lady of the Greenwood test results are published in the local newspaper and are also available through the Indiana Department of Education website. These scores are shared with prospective families to emphasize the importance that Our Lady of the Greenwood places on the use of data for school improvement.

4.  **Sharing Success:**

Our Lady of the Greenwood Catholic School prides itself on the successes of its students and works to share this good news with other schools and the community at large. One effort to share success occurs when Our Lady of the Greenwood teachers participate in vertical team meetings with the local Catholic high school and the other eight South Deanery schools. Our Lady of the Greenwood serves as a professional development site for Franklin College. In doing so, teachers serve as mentors for student teachers and pre-service teachers. Teachers also serve as mentors to local high school students who are enrolled in their school's cadet teaching program. Our Lady of the Greenwood teachers chair and present at educational conferences.

Awards won by individual students, such as music awards, art awards, or writing awards are published in the weekly online school newsletter. The local newspaper, *The Johnson County Daily Journal*, includes pictures and articles that document the successes of Our Lady of the Greenwood students.

As a Blue Ribbon School of Excellence, Our Lady of the Greenwood will be able to assume more of a leadership role and share staff expertise with neighboring schools. As one of the newest Blue Ribbon Schools in the Johnson county area, the community of Greenwood will take pride in this accomplishment. The physical proximity of Our Lady of the Greenwood to the Greenwood Community School Corporation will be a healthy incentive for both schools to continue to pursue excellence.

# PART V - CURRICULUM AND INSTRUCTION

1.  **Curriculum:**

Teaching the tenets of the Catholic faith permeates all academic areas of the curriculum at Our Lady of the Greenwood. Classes are designed to help students understand the connection between faith and everyday lives. In order to fulfill the mission of the school, the Our Lady of the Greenwood community believes that for students to be competent decision makers, they must understand the connection their faith has to all their actions. In addition to daily classes in religion, students participate in weekly masses. Students are responsible for the readings, music, and the older students participate as Eucharistic Ministers and altar servers.

Improvement of writing skills across the curriculum is a goal at Our Lady of the Greenwood School and part of the continuous school improvement plan. All instructors use the Six Traits of Writing model. Consistent use of the same terminology allows students to see the relationship between better writing and success in all other curricular areas. Grammar skills emphasized in both speaking and writing are part of the total picture. These skills are needed to be an effective writer, listener, or speaker as students are prepared for their next level of education.

The use of manipulatives and diversifying instruction are emphasized in mathematics. Diversification allows each student to be successful in the area of mathematics. Utilizing three achievement levels at each grade has received both student and parent support. Higher performing students are given the opportunity to move through material more quickly and enrich their experiences. Students who typically struggle in math benefit from a modified pace and smaller group. In addition, the instructor's teaching strengths are matched to the student's performance level. In the middle school, leveling includes the opportunity to receive advanced instruction in algebra as an eighth grader or pre-algebra as a seventh grader. Pentathlon games, activities that reinforce math skills, are utilized kindergarten through seventh grade as still another enriching opportunity.

Science is taught by using age-appropriate activities and projects. Labs and hands-on experiences are characteristics of the science program. Science experiments challenge the students to think critically and develop thought processes that lead to analysis of results. By conducting experiments and working with a partner or group, students are encouraged to think beyond the obvious. Fifth grade students participate in a three-day trek to Bradford Woods where they hone their science knowledge and their team building skills. They become aware of the important skill of collaboration and its role in being successful in today's world. Additionally, students in grades five, six, and seven participate in the school science fair; the eighth graders create their own Rube-Goldberg projects.

Field trips complement a strong social studies curriculum at Our Lady of the Greenwood. Fourth graders go to Conner Prairie Pioneer Settlement that enhances the concepts taught about the early settlers in Indiana. Participation in Biztown, formerly Exchange City, gives the fifth graders real life experience in holding a job, running a business, and handling day-to-day finances. Traveling to Washington D.C. is the highlight of our middle school's civics education and allows students to see first-hand the many places discussed in the classroom.

Our Lady of the Greenwood students are also exposed to excellent programs in art, physical education, technology, and foreign language. The music program accommodates the interests of the students in liturgy choir and band. In foreign language, emphasis is placed on Spanish that focuses on conversational speech and understanding cultural influences. Our Lady of the Greenwood is in compliance with the BRS program for foreign language curriculum.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

Our Lady of the Greenwood School has improved reading achievement with the adoption of strategies that best meet the needs of the students. The Scott-Foresman Reading Series is used in kindergarten through fourth grade. This is a literature-rich reading and language arts program that incorporates many aspects necessary to become effective readers and writers. Concepts and strategies are taught in a logical way that helps students build skills and have success in reading.

Beginning in the 2008-2009 school year, first and second grade reading instructors implemented Daily Five. This approach to reading helps students to develop the daily habits of reading, writing, and working with peers. This approach is comprised of three main parts—silent reading, partner reading, and working on writing or vocabulary.

Reading in the fifth grade is based on age appropriate novels that not only enhance reading and writing skills but also skills such as summarizing and comparing of ideas across novels. The selection of novels chosen is meant to enhance the wider curriculum of religion, science, and social studies.

At the middle school level, the Prentice Hall Literature series is used to teach not only the skills needed to be successful readers but also those skills needed to appreciate literature and the craft of writing. Many supplementary sources are also utilized at this level—novels, speeches, and films. Students also participate in Accelerated Reader, which encourages independent reading. It is the goal of all reading at Our Lady of the Greenwood School to encourage students to value reading and to become life-long readers.

3.    **Additional Curriculum Area:**

Improving writing skills is a school-wide goal at Our Lady of the Greenwood School and is part of the school improvement plan. The Six Traits of Writing model was adopted in the 2006-2007 school year. All grades are now approaching the writing process with a common language and a common method of assessment. The focus of all writing is on the traits of ideas, organization, voice, sentence fluency, word choice, and conventions. Teachers have developed grade level appropriate rubrics which help students know the expectations for writing and help teachers evaluate student writing using common expectations. Progress in student writing is evaluated many times throughout the school year. Writing samples are used to determine which areas of the six traits need to be emphasized through writer's workshop. The instructional coach works with the teachers to develop lessons that meet the needs of the students in the areas of writing. Progress is monitored by documenting and studying the data from writing samples.

Since writing proficiently is a skill needed in all areas from language arts to science to math, the Six Traits language is utilized in all subject areas. Students are being taught the importance of the question-answer relationship through Question Answer Relationships. Because students are taught the relationship between a question and the text, this questioning method not only helps with writing clearly the answers to open-ended questions but also reading comprehension. An additional strategy, ACE, has provided a structure for writing a better structured response to open-ended questions.

4.    **Instructional Methods:**

Part of the mission of Our Lady of the Greenwood is to encourage each student to reach his or her academic potential. In order to achieve this goal, the students of Our Lady of the Greenwood are exposed to a variety of learning experiences. Data derived from assessments drives the instructional techniques that each teacher utilizes.

A major emphasis in the curriculum is in the area of writing. Our Lady of the Greenwood students are exposed to the Six Traits of Writing as early as kindergarten. Teachers utilize the writer's workshop method of instruction. First, teachers demonstrate an area of writing, then have the students practice together, and finally have the students demonstrate the skill in their own writing.

Foreign language with emphasis on Spanish is an important component of the middle school curriculum. Students are given opportunities to participate in traditional Spanish celebrations such as Dia de los Muertes, Our Lady of Guadalupe feast day, and Cinco de Mayo. Participation in these events reinforces the diverse cultural background taught in the classroom.

Differentiated and small group instruction is utilized throughout kindergarten through eighth grade. For example, in middle school math, students are grouped according to their achievement abilities. Accelerated students in eighth grade are studying algebra and seventh graders are studying pre-algebra. Technology is used to help with the differentiation of instruction by providing enrichment and remediation. The teacher's use of Smart Board software is the key to integrating technology for a variety of learning styles.

5.    **Professional Development:**

At Our Lady of the Greenwood School, assessment results and school goals drive professional development. The school's professional development goals are to improve writing skills across the curriculum and to improve student performance in the application of these skills on the state's standardized test ISTEP+. In order to meet these goals, teachers' efforts have been concentrated on becoming familiar and comfortable with the Six Traits of Writing. All teachers have attended workshops on this instructional method. Experts on the Six Traits of Writing have come to the school and worked with the staff. In order to facilitate professional development in this area, professional development money has been set aside to assist teachers in taking workshops and classes.

To ensure that professional development continues to influence instruction, the instructional coach assists teachers in designing strategies to optimize learning. In addition, the coach models best practice and observes the classroom teachers as they practice new strategies. During post-conferencing, the coach and teachers work together to tweak presentations so that students learn more and perform at a higher level.

Our Lady of the Greenwood teachers meet in grade level meetings weekly with the instructional coach. These meetings are designed for teachers to learn and implement new instructional strategies. Teachers work collaboratively to develop effective mini-lessons for writing instruction and use feedback to evaluate the writing program. Time is provided to reflect on the effectiveness of each strategy.

6.    **School Leadership:**

Throughout the 2006-2007 school year, the leadership structure of Our Lady of the Greenwood School was comprised of the principal, administrative assistant to the principal, teacher (acting in an administrative role when the principal is unavailable), and school secretary. Since that time, a part-time dean of students to support students and instructional coaches to support teachers have been added to the leadership team. These decisions were made after analyzing student achievement data over three years.

The leadership role of principal facilitates the process of ensuring that policies, programs, relationships, and resources are made a priority in regard to student achievement. The principal stays current on educational trends and best practices by attending the Archdiocesan principals' meetings, as well as, monthly South Deanery meetings. The weekly Archdiocesan newsletter also keeps the principal informed of professional development opportunities and state legal requirements. This information is then communicated to the Our Lady of the Greenwood faculty as needed through weekly teacher notes.

The principal allows for school-wide professional development opportunities in addition to offering training for individual staff as needed. As part of our school improvement plan, two committees have been created for shared leadership. Time is given during monthly staff meetings for committee leaders to share new information and work toward goals. Peer sharing is incorporated into monthly staff meetings.

The principal works to align professional development to the school improvement plan with the primary focus on improving student achievement. A key role of the principal is to work to provide an environment where each staff member has the freedom to create opportunities for all students to learn and grow. The principal fosters this caring, Christian atmosphere by personally knowing students and their families. The principal is accessible to all students and families at all times.

# PART VI - PRIVATE SCHOOL ADDENDUM

1.  Private school association: __Catholic__

2.  Does the school have nonprofit, tax exempt (501(c)(3)) status?   Yes __X__  No __

3.  What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

| $3245 | $4125 | $4125 | $4125 | $4125 | $4125 |
|-------|-------|-------|-------|-------|-------|
| K | 1st | 2nd | 3rd | 4th | 5th |

| $4125 | $4125 | $4125 | $0 | $0 | $0 |
|-------|-------|-------|-----|-----|-----|
| 6th | 7th | 8th | 9th | 10th | 11th |

| $0 | $0 |
|-----|-----|
| 12th | Other |

4.  What is the educational cost per student? $__4730__      (School budget divided by enrollment)

5.  What is the average financial aid per student? $__938__

6.  What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
    __2__ %

7.  What percentage of the student body receives scholarship assistance, including tuition reduction?
    __12__ %

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics          Grade: 3          Test: ISTEP+

Edition/Publication Year: 1997          Publisher: CTB McGraw-Hill

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Sep | Sep | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass | 84 | 93 | 93 | 90 | 81 |
| Pass+ | 16 | 17 | 20 | 29 | 18 |
| Number of students tested | 44 | 54 | 46 | 59 | 57 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **2. African American Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading          Grade: 3          Test: ISTEP+

Edition/Publication Year: 1997          Publisher: CTB McGraw-Hill

|  | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Sep | Sep | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass | 93 | 96 | 89 | 95 | 88 |
| Pass+ | 25 | 30 | 15 | 27 | 19 |
| Number of students tested | 44 | 54 | 46 | 59 | 57 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **2. African American Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Mathematics   Grade: 4   Test: ISTEP+

Edition/Publication Year: 1997   Publisher: CTB McGraw-Hill

|  | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Sep | Sep | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass | 81 | 86 | 93 | 83 | 85 |
| Pass+ | 19 | 24 | 30 | 9 | 23 |
| Number of students tested | 53 | 51 | 60 | 53 | 47 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **2. African American Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading  Grade: 4  Test: ISTEP+

Edition/Publication Year: 1997  Publisher: CTB McGraw-Hill

|  | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Sep | Sep | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass | 92 | 88 | 95 | 96 | 94 |
| Pass+ | 23 | 16 | 30 | 11 | 21 |
| Number of students tested | 53 | 51 | 60 | 53 | 47 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **2. African American Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Mathematics          Grade: 5          Test: ISTEP+

Edition/Publication Year: 1997          Publisher: CTB McGraw-Hill

|  | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Sep | Sep | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass | 75 | 87 | 85 | 81 | 100 |
| Pass+ | 12 | 29 | 15 | 21 | 35 |
| Number of students tested | 51 | 62 | 52 | 43 | 48 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **2. African American Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading                    Grade: 5          Test: ISTEP+

Edition/Publication Year: 1997             Publisher: CTB McGraw-Hill

|  | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Sep | Sep | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass | 98 | 92 | 90 | 93 | 98 |
| Pass+ | 20 | 15 | 19 | 30 | 25 |
| Number of students tested | 51 | 62 | 52 | 43 | 48 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **2. African American Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Mathematics          Grade: 6          Test: ISTEP+

Edition/Publication Year: 1997          Publisher: CTB McGraw-Hill

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Sep | Sep | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass | 93 | 90 | 93 | 94 | 95 |
| Pass+ | 18 | 16 | 27 | 28 | 16 |
| Number of students tested | 60 | 51 | 45 | 47 | 44 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **2. African American Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading  Grade: 6  Test: ISTEP+

Edition/Publication Year: 1997  Publisher: CTB McGraw-Hill

|  | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Sep | Sep | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass | 90 | 92 | 93 | 94 | 86 |
| Pass+ | 25 | 8 | 27 | 21 | 20 |
| Number of students tested | 60 | 51 | 45 | 47 | 44 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **2. African American Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Mathematics  Grade: 7  Test: ISTEP+

Edition/Publication Year: 1997  Publisher: CTB McGraw-Hill

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Sep | Sep | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass | 98 | 96 | 100 | 100 | 98 |
| Pass+ | 24 | 35 | 44 | 16 | 49 |
| Number of students tested | 51 | 46 | 43 | 45 | 45 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **2. African American Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading                    Grade: 7          Test: ISTEP+

Edition/Publication Year: 1997          Publisher: CTB McGraw-Hill

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Sep | Sep | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass | 96 | 91 | 93 | 91 | 100 |
| Pass+ | 18 | 35 | 9 | 29 | 38 |
| Number of students tested | 51 | 46 | 43 | 45 | 45 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **2. African American Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Mathematics  Grade: 8  Test: ISTEP+

Edition/Publication Year: 1997  Publisher: CTB McGraw-Hill

|  | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Sep | Sep | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass | 100 | 98 | 98 | 100 | 94 |
| Pass+ | 47 | 32 | 23 | 39 | 32 |
| Number of students tested | 47 | 44 | 43 | 44 | 47 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **2. African American Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading          Grade: 8          Test: ISTEP+

Edition/Publication Year: 1997          Publisher: CTB McGraw-Hill

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Sep | Sep | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass | 98 | 100 | 93 | 98 | 94 |
| Pass+ | 30 | 25 | 21 | 34 | 28 |
| Number of students tested | 47 | 44 | 43 | 44 | 47 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **2. African American Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass | | | | | |
| Pass+ | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

27