

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

---

Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Sister Marie Blanchette

Official School Name: Overbrook School

School Mailing Address:  
4210 Harding Road  
Nashville, TN 37205-1998

County: Davidson    State School Code Number\*: N/A

Telephone: (615) 292-5134    Fax: (615) 783-0560

Web site/URL: www.overbrook.edu    E-mail: estevesmooreb@dominicancampus.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\*: N/A

District Name: N/A    Tel:

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:

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
- Suburban
- Small city or town in a rural area
- Rural

4. 5 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	13	18	31	6	12	24	36
K	21	13	34	7	7	20	27
1	19	21	40	8	2	22	24
2	19	17	36	9			0
3	12	24	36	10			0
4	21	15	36	11			0
5	15	19	34	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							334

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
4 % Black or African American  
3 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
81 % White  
10 % 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: 0 %

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.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	356
(5)	Total transferred students in row (3) divided by total students in row (4).	0.008
(6)	Amount in row (5) multiplied by 100.	0.843

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

Total number limited English proficient 0

Number of languages represented: 3

Specify languages:

English, Spanish and Chinese

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

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: 5 %

Total Number of Students Served: 16

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

<u>        </u> Autism	<u>        </u> Orthopedic Impairment
<u>        </u> Deafness	<u>        </u> 9 Other Health Impaired
<u>        </u> Deaf-Blindness	<u>        </u> 6 Specific Learning Disability
<u>        </u> Emotional Disturbance	<u>        </u> 1 Speech or Language Impairment
<u>        </u> Hearing Impairment	<u>        </u> Traumatic Brain Injury
<u>        </u> Mental Retardation	<u>        </u> Visual Impairment Including Blindness
<u>        </u> Multiple Disabilities	<u>        </u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>4</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>36</u>	<u>8</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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	96%	96%	97%	96%
Daily teacher attendance	96%	96%	96%	97%	97%
Teacher turnover rate	15%	18%	20%	11%	27%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Daily teacher attendance reflects absences due to professional development, illness and family leave. Overbrook faculty are required to have 24 hours of professional development per year.

Teacher turnover rate is adversely affected by the high mobility rate of the Dominican sisters and faculty who relocate out of state due to Nashville's highly transient population.

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

## PART III - SUMMARY

---

The Dominican Sisters of St. Cecilia Congregation founded Overbrook School in 1936 as a place for students to grow in grace and knowledge. The school's mission has remained the same since its beginning: to develop the whole child in the Dominican tradition. This mission is not just a statement, but a living reality. Overbrook provides a rigorous and accelerated academic curriculum punctuated by daily religious instruction. In addition, boys and girls from grades pre-kindergarten to eight receive weekly instruction in the arts, music and physical education. Students in kindergarten to eighth grade also receive instruction in foreign language and computer skills. Extracurricular activities allow children the chance to explore further their interests in art, music, speech, drama, athletics, chess and service.

Children develop a faith foundation for life at Overbrook in an atmosphere that is spiritually nurturing as well as academically challenging. The Catholic traditions of the Church are upheld from sacramental preparation to prayer. Each day begins and ends with prayer and Mass is celebrated every Friday. Students learn to respect every human life and to seek Christ in everyone. For Overbrook, one of its greatest accomplishments is that students leave eighth grade not only well prepared for high school, but also with a real sense that they are part of God's plan.

Overbrook has grown from a school of 22 students in 1936 to more than 330 students today, yet Christ and the family remain at the center of the school's activities and curriculum. Parents provide unending hours of volunteer support to the faculty and staff for long-standing school traditions including the annual spring musical, field day, the Family Advent Mass and a biannual Readers Are Leaders program. The Parents' Club organizes and executes three fundraisers annually: The Sally Foster Gift Wrap Sale, the Overbrook Basketball Classic and the Overbrook Dinner and Auction. Through their hard work and enthusiasm, parents have funded SMARTboards for all classrooms, a new state-of-the-art track and soccer field, and handbells for a handbell choir, to name a few. The exceptional faculty and staff are dedicated to the school's mission and vision. They have deep ties to the school: nine have been teaching at Overbrook for fifteen or more years, five are alumni and fifteen are current or past Overbrook parents. Together parents, faculty and staff form a close-knit community determined to develop well-rounded children who will go on to serve others as Christ calls us all to do.

Evidence that Overbrook is carrying out its mission is demonstrated in the accomplishments of its students: from having 92% of this year's seventh grade qualify for the Duke TIP program to triumphs on the athletic field to accolades in forensics and junior high math, Overbrook students excel. These same students serve their community by taking sack lunches to the surgical waiting room at a nearby hospital each week, by working to increase the library collection of another local Catholic school that is less fortunate than Overbrook, and by completing many other service projects.

One recent letter sent to the principal exemplifies the fruit of the seeds Overbrook sows. These parents wrote: "It has been an absolute joy to watch Christopher blossom, to gain confidence, to excel academically, to mature socially, to develop leadership skills and to grow in his faith. You have planted deep roots. In a recent letter he gave to us he wrote, 'It is hard for me to pick one thing that you have given me, but I would like to say thank you for letting me go to Overbrook. At Overbrook, ... I am growing more in my faith every day. Thank you for letting my Catholic religion grow, for that is the best gift you could give me.'"

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. Assessment Results:

As a member of the National Consortium of Independent Schools, students at Overbrook School take the CTP IV Assessment each year. The CTP IV Assessment, a rigorous test, is used in order to provide a more accurate measurement of Overbrook's academically accelerated students. The information garnered not only helps measure the academic progress of the students from year to year, but also of the school as a whole. The tests are used to compare a student's scores to national scores of other students testing at the same time and to gauge the effectiveness of Overbrook's academic program.

In the first three years that are considered in this five year review, tests were administered in the fall. In the last two years of the five year span, tests were given in the spring. The test schedule was changed so that first-graders could be included and the first-grade curriculum reviewed. The change in time also allowed teachers to have a more comprehensive assessment of their students for that year.

Test results were compared following each class of students through successive grade levels. This provided a more accurate record of each class' growth and progress, rather than comparing results from each grade every year, as it takes into consideration the ability variances in different classes.

Due to CTP IV test results for grades one through three being in narrative form, numerical data for those grades is not available.

For both math and reading, scores were compared for groups of students as they moved through the five grade levels for which numerical data is available. Eighth-grade students had five data entries, seventh grade had four data entries, sixth grade had three data entries, fifth grade had two data entries, and fourth grade had only one data entry.

Using these percentages, in math an upward trend has been found in all nine groups as they progressed toward eighth grade. This gain in CTP IV math scores is due to the constancy of the faculty and the consistency of the curriculum and the instruction. In the past fourteen years, only three teachers have been responsible for the junior high math program. In addition, for the past fifteen years, Overbrook School has been using the Saxon Math program. This program consists of a spiral curriculum which provides constant reinforcement of skills. It is one of the most thoroughly researched programs in the United States as well as being skill-based. This allows students to develop a deeper understanding of mathematical concepts as well as how to apply these concepts to problem solving.

In analyzing results from the past five years, an upward trend in reading scores has been observed, with the exception of the sixth to seventh grade transition. In that level it was found that the drop was between 3% to 9% in three of the five years of assessment. The loss of a large number of sixth-grade boys to an all-boys, private school serving grades seven to twelve and the entrance of several seventh-grade girls who were unaccustomed to Overbrook's accelerated curriculum has impacted test scores, particularly in the area of reading. It should be noted that this time period was during the transition from fall to spring testing, which may also explain the decrease. The discrepancy in the percentile gains and losses could also be attributed to the creativity and varying teaching styles of faculty in the area of reading.

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

Each student in grades one through eight participates in the CTP IV test each year. Overbrook began using the CTP IV test after its students consistently scored in the 95-99 percentile on the Stanford Achievement test. The CTP IV test is used by academically advanced schools and garners more information on student ability and the strength of Overbrook's academic program. It is given every year as a diagnostic tool for both teachers and parents in assessing student progress. Teachers are able to access individual student scores as well as class scores in each subject and subsection. In addition, the entire faculty meets in the fall to analyze and review the data as a tool for identifying student weaknesses and strengths as well as identifying areas of concern in the curriculum. Parents use the test results to identify areas that may need more attention, whether it is issues of learning differences or giftedness.

These test results are used in conjunction with other daily and weekly assessment tools to identify and confirm academic progress. Mid-quarter, quarterly and bi-yearly assessments confirm progress and are compared to CTP IV results. Teachers then develop and implement modifications and strategies for particular students and to the curriculum as necessary.

Teachers meet formally in faculty meetings and level meetings to discuss curriculum trends, efficacy of teaching methods, particular student needs and class performance. The principal works with the faculty to identify areas of concern and plan for curriculum changes to address those areas. For example, in 2002, math facts was identified as an area in need of improvement. Therefore, in the fall of 2003 the Accelerated Math Program was adopted for grades four to eight to improve knowledge of general math facts.

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

Parents with children in grades one and two are provided a *Primary Grade Parent Report Score Interpretation Folder*. The report shows each child's progress as he/she exceeds, meets or is developing in various subtests and explains how to read and interpret the results. Parents with children in grades three through eight are given an *Individual Narrative Score Interpretation Folder* which provides them with a non-technical narrative explanation of student performance and a clear and precise explanation of two types of comparison scores - stanines and percentiles. The report compares the child's scores on each test with the scores of one or more "norm groups" of students in the same grade.

In addition, Overbrook reaches out to current parents and the community to inform them of the results of assessments and student performance in several ways. Interim reports are sent to parents in the middle of each quarter. This enables students and parents to keep abreast of academic progress and apply more effort where necessary. Report cards are distributed every nine weeks. The first nine-week report is given at a parent/teacher conference. Parents are given a special time to meet with their child's teacher to discuss academic performance. Additional conferences are available upon the request of parents or teachers throughout the school year. Communication folders are sent home once a week in all grades so parents can monitor student progress. The folders are signed by a parent and returned to the teacher. Junior high students have tests or important papers signed by parents then returned to school. Overbrook is a close-knit community; teachers and parents see and communicate with each other often.

Overbrook's weekly e-newsletter, *The Eagle*, is another form of communication regarding the annual standardized test. Through it parents are informed early on as to the importance of the test battery, and when and to what grade levels it is administered.

## 4. **Sharing Success:**

Announcements over the intercom share student successes within the school while a weekly e-newsletter communicates student achievements and accomplishments to parents, such as placing in local and regional

competitions (for example, MathCounts, Forensics Tournaments, athletic victories, etc.). Names of students who achieve the Honor Roll are recognized in the school e-newsletter.

Articles and pictures are sent to *The Tennessean*, *The Tennessee Register* (the local diocesan newspaper), and *Westview News* and *Green Hills News* (Nashville-community papers). Overbrook has won the Diocesan Junior High Math Contest for the past 10 years. Last February, the junior high boys' basketball team won the Diocesan League Championship. This fall the school's cheerleaders won the Diocesan Cheerleading Contest. Other news features have reported service work done by students, including collecting clothing and medicine for Haitians, making decade bracelets for a local parish's sister church in Haiti and making lunches for guests at the Ronald McDonald House.

*The Brook*, a biannual school magazine, communicates school-wide accomplishments and achievements not only to parents, but also to grandparents, friends and alumni.

This year Overbrook added teacher Web pages to its Web site. Every teacher has an individual Web page to communicate classroom information, assignments and news that can be accessed from the school's Web site.

Student work is on display throughout the school. Every year the school invites students to submit essays, poems and short stories, then publishes the best work in its annual literary anthology. Fine arts assemblies allow students to showcase their musical and dramatic abilities. This year Overbrook will host its first ever art show.

Overbrook school was the leader in starting a middle school forensics league for the Catholic schools in Nashville that continues to thrive. It also began a Readers Are Leaders program that was quickly emulated by other schools and cited by Jim Trelease in his book *The Read-Aloud Handbook*. The school's outstanding prekindergarten program is a model for other Catholic schools starting pre-k programs.

Teachers participate in conferences with the Tennessee Association of Independent Schools sharing such projects as the unique rain forest unit taught in third grade and the highly successful junior high math program.

Parents are also a part of sharing Overbrook's success. The Parents' Club brings speakers to campus to talk about different educational topics. Such speakers as author and columnist John Rosemond, Internet safety expert Parry Aftab, and pediatrician and author Dr. Meg Meeker have been a part of this educational series. These lectures are free and open to the greater Nashville community.

Perhaps the most tangible way Overbrook shares its success is through service to others. In 2007, the school adopted St. Pius X Classical Academy, a Nashville Catholic school struggling financially. Since that time Overbrook has donated funds to purchase library shelves and has had a book drive to fill those shelves. Students and parents volunteered to organize and catalog the new library. In 2008, a sports equipment drive was held, collecting enough sports paraphernalia to meet the school's needs. Most recently, Overbrook students have been working with St. Pius students to plan construction of a grotto. Sharing itself with others is part of Overbrook's calling as a Dominican school.

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

Overbrook School offers a curriculum based on research and employs instructional strategies and activities based on clearly defined expectations for student performance that is subject to review and revision at regular intervals.

**Religion:** The religion curriculum is foundational to our belief in the formation of the whole child. Students are taught from prekindergarten that all persons are created in the image and likeness of God, thereby deserving of respect. The curriculum includes the doctrines of the Holy Trinity, the life and teachings of Jesus, sin and grace, and the meaning of the sacraments, using the Old and New Testaments as our foundation. Children are taught and given opportunities to pray spontaneously and formally, publicly and privately, including attendance at a weekly school Mass. Students are prepared for First Penance and Communion in second grade and for Confirmation in eighth grade.

This year, Overbrook adopted a new enrichment program for the primary grade religion classes. The Catechesis of the Good Shepherd is an approach to the religious formation of young children rooted in the Bible, the liturgy of the Church and the educational principles of Maria Montessori. Children in grades pre-k through second spend one day a week in a special classroom called the "atrium" for prayer, work and quiet. This room contains simple yet ascetically beautiful materials students can use to ponder a biblical passage or a prayer from the liturgy.

**Language Arts:** The language arts curriculum includes phonics, spelling, handwriting, grammar, reading/literature, journaling, vocabulary and writing. The first building blocks are laid in prekindergarten with an emphasis on phonics. In kindergarten students learn to read and the foundation for writing is laid first with teachers transcribing student stories, then with students beginning to write about personal experiences. First-graders keep journals and write extensively throughout the year, culminating in an annual "writer's night." The fourth and fifth grades learn and apply advanced grammar concepts. Continuing to build on this strong foundation, junior high students strive for mastery in all of the above areas and also focus on sentence diagramming, critical thinking, oral presentations, research skills and MLA format.

**Math:** Students in Overbrook pre-k and kindergarten classes begin their math studies with an abundance of hands on activities. The use of manipulatives continues throughout their years at Overbrook. As children master and utilize fundamental skills they are given the opportunity to practice those skills using the "Math Facts in a Flash" software and computer games. SMARTBoard technology provides enhancement to teacher instruction. Overbrook students become critical thinkers and engage in problem solving experiences during the middle school and junior high years. Using the Saxon Math program in grades four through eight, students learn to explain, to describe, and to think logically.

**Science:** Science students learn to use the scientific method at an early age. Prekindergarten through first-grade students observe and examine familiar things using hands-on exploratory activities. Second- and third-graders develop the ability to use inquiry skills and tools for experimentation. This inquiry based learning stimulates curiosity and encourages student research in the middle and upper grades. These older students find themselves physically engaged in measuring, calculating, graphing, and interpreting data as they study earth, life and physical science. With age appropriate activities provided at each grade level, students are motivated and inspired to become inquisitive learners.

**Literature:** The literature program develops effective oral and written communication skills and provides students with a solid understanding of writing mechanics. Students develop effective reading strategies

that increase both fluency and comprehension, including an in-depth phonetic understanding. They are immersed in classical and modern literature and are given opportunities to study poetry, short stories and novels. Guided instruction and guided reading are important aspects used so that students learn how their experiences and those of others can tell them about the world. They discern that there are different forms of expression and that analyzing information can help to solve problems. Thinking critically, students learn that there is an order and structure to both oral and written language which contributes to its clarity, accuracy, and effectiveness.

**Visual Arts:** Art is an integral part of Overbrook's curriculum. It is abundant in the prekindergarten and kindergarten where it not only stimulates creativity and adds beauty to the classroom, but also develops fine motor skills. The school's formal visual fine arts classes begin in first grade with students experimenting with a wide variety of materials to create original art pieces. Classes are held twice a week in the Overbrook art room, where creative art is introduced as a source of devotion. Full, free, imaginative expression and careful, focused work is encouraged. Techniques introduced include but are not limited to, clay sculpture, printmaking, weaving, painting, drawing, collage and color theory.

In addition to the fine arts classes, students in grades five through eight are afforded the opportunity to join the Forensics team or the Drama Club. Both programs allow children to gain invaluable experience in public speaking and drama, helping foster students who are confident and able to deliver polished performances.

**Social Studies:** The Overbrook social studies program is a comprehensive curriculum beginning in preschool. In the early grades, instruction is sensorial, using concrete materials, gradually relating to a more abstract form. Discussion further emphasizes the value and dignity of each individual. In the middle school, emphasis is placed on Tennessee history and early American history. Junior high students move from world geography and cultures to learning the foundations of government and what it means to be an American citizen. Students in grade eight learn about the Cold War and its impact on the world. Throughout the entire social studies program, students learn the importance of being good stewards of the world.

**Spanish:** Overbrook School is in compliance with the Blue Ribbon School's standard for a foreign language requirement. One hundred percent of students in kindergarten through grade eight study Spanish. The primary grades concentrate on learning vocabulary and becoming comfortable with the sounds of Spanish. A spiral curriculum with its emphasis on mastery, retention, and expansion of knowledge introduces the vocabulary units. Students learn grammar implicitly as it is slowly introduced. Resources in the classroom allow them to practice reading and to learn about the Spanish-speaking world. In middle school, the students begin the formal study of grammar. They develop proficiency in reading, writing, listening, and speaking, as well as a knowledge of Spanish speakers and their culture. The curriculum is designed to give the students a solid base for language study in high school. Many Overbrook students regularly test out of Spanish I when they enter high school.

**Music:** Music classes seek to educate the whole child. Singing hymns and songs of many genres, as well as reading music and rhythms are only a few aspects of the curriculum. Children learn how music relates to history, art, literature and dance. Creativity is encouraged throughout. These classes also provide opportunities to grow in self-esteem and moral character. Beginning in fourth grade, students have the opportunity to join band or choir. Junior high music electives further encourage development of musical skills with band, choir, and handbells as options. An annual school-wide musical showcases the talents of the students every spring and provides the students with the opportunity to learn about how music reflects our everyday life.

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

The reading curriculum is the foundation of academic instruction at Overbrook. Phonics instruction begins at the pre-k level with teaching letter-sound correspondences and their uses in reading and spelling. The primary

focus of this instruction is to help beginning readers understand how letters are linked to sounds. After basic sounds are mastered, students begin to blend sounds to decode simple single-syllable words. Students are taught the different vowel sounds and the differences they have within words. As they progress, students are taught to recognize syllable patterns that enable them to decode multi-syllable words. Concepts are taught explicitly through a systematic approach that incorporates the five essential elements to reading instruction according to the National Reading Panel. These five elements include: phonics, phonemic awareness, fluency, reading comprehension and vocabulary.

After sufficient mastery of phonemes, phonics, sight words, read alouds and stories, students are introduced to comprehension questions, character studies, story webs, book reports, free reading time, literary circles and reading and discussing classic literature. This phonics-based approach provides a strong foundation for success in decoding and comprehending the English language.

Prekindergarteners enjoy listening to their fourth-grade book buddies read to them, while kindergarteners enjoy reading centers. Teachers strive to engage the senses and imagination while teaching reading by assuming characters and assigning projects such as dioramas in the first grade and poetry booklets in the third grade. Fifth-graders have fun playing "Genre Bingo," a game that encourages them to read outside the genre with which they are most comfortable. Junior high students are delighted to change the endings of stories with "Fractured Fairy Tales." Reading is made to be enjoyable and desirable for all students which is the key to unlocking the door that leads to an authentic love for learning.

Grades six to eight work their way through the four genres of literature (fiction, non-fiction, poetry and drama) by reading short stories, discussing novels, and analyzing an author's intent and purpose. Ultimately, students become excited about reading and examining text to reveal the truths hidden within.

Overbrook utilizes an Accelerated Reader program to encourage students to read more and to track their reading comprehension. Summer reading is an important time to keep reading skills sharp. Each grade level requires summer reading. Various age-appropriate summer reading assignments are submitted by each student at the beginning of each new school year. The school employs two reading specialists to help students who need extra attention or help.

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

Part of Overbrook School's mission statement is "To enrich the lives of students through a comprehensive fine arts program." Overbrook students receive a well-rounded education, and Overbrook strives to ensure the whole child is engaged. The fine arts program is one way students are cultivated beyond the classroom. Throughout the school year fine arts assemblies are held which showcase students' talents in the arts and music. During the Christmas season, Overbrook holds a morning Christmas concert with instrumental performances by individual students, a group performance by Suzuki violin students and music from the junior high choir, band and hand bell choirs. The spring musical features songs sung by each grade starting with first grade as well as performances by the junior high band, handbell choirs, and the fourth- and fifth-grade choir. The music of each weekly Mass is lead by a special choir of junior high students called *Schola*.

Secondly, drama and theater play a large part in Overbrook's fine arts program. For the 2008-2009 school year the forensics team, comprised of fifth- through eighth-grade students, went undefeated in the diocesan league. Also, during the 2008-2009 school year Overbrook's Theater Group put on two plays: *Peter Pan* and *Dear Edwina Junior*. Every November, kindergarten students perform a Thanksgiving play complete with pilgrim costumes. On Holy Thursday the fourth grade brings to life the fourteen Stations of the Cross in a moving and memorable presentation.

Throughout the years the school's students have been acknowledged for their exemplary works of art, including winning awards from The Scholastic Art Awards (receiving state and national recognition), the

Scott's "Draw Your State Flower" (the student's artwork hangs in the National Garden Museum), and the Campaign for Human Development's "Help End Poverty" art and literary contest. Students have also created birdhouses that are auctioned at a fundraising event for the W. O. Smith School of Music. This year Overbrook will host its first ever art show.

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

Overbrook School fosters student involvement in the learning process. Teachers recognize students learn in different ways and challenge them to excel. Lesson plans reflect differentiation used to deliver material according to student learning styles. Both traditional methods (such as lecture, discussion, note-taking and memorization) and creative methods (such as cooperative groups, skits and hands-on activities) are utilized at different grade levels. An example of this is found in science classes where students are exposed to experimental learning in the form of frequent hands-on activities. Class time is often spent on group work, visual reinforcement (video field trips) and questioning techniques. Most of Overbrook's textbooks have an online component.

Individual teachers may modify testing for some of their students. Allowing extra time for quizzes, breaking down a long test into smaller parts, orally reviewing a test with a student, grouping same concepts together rather than scattering them throughout the test are a few methods used.

Other instructional methods employed by teachers include the use of technology in the classroom. The addition of interactive SMARTBoards in all the classrooms aids teachers with numerous supplemental materials. The Overbrook Learning Center exists to strengthen the reading skills of students with moderate needs. Two resource specialists help children during school hours. The Wilson Reading System they employ benefits students who may, for example, be dyslexic, unable to decode accurately, or are poor spellers. The center is designed to assist, not replace, regular classroom instruction through individualized student support in needed areas. If more comprehensive support is required, a list of private tutors is available for parents. Any needs that are beyond the capabilities of the center are referred to alternative agencies.

Whether students are in elementary or junior high, the Overbrook faculty strives to challenge students to use higher-order thinking skills and apply material they have mastered to new situations. An enrichment program for accelerated learners in first through fourth grades fosters the use of higher-order thinking, active listening and observation skills.

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

Overbrook continuously strives to promote professional development to support student learning. The school accomplishes this task in a number of ways. First, Overbrook developed a professional growth committee. This committee, composed of faculty members and administrators, meets regularly to explore, to document, and to make the faculty and staff aware of all professional development opportunities, research programs and speakers addressing new teaching methodologies and effective strategies. The group also monitors faculty professional development hours each year.

The Overbrook School faculty collaborates well and strives to make Overbrook a premier school. More than 40 percent of the faculty hold advanced degrees. Continued focus and direction for excellence are aligned with three professional goals submitted at the beginning of each year by each faculty and staff member. Faculty and staff professional days are allotted for growth and development in curriculum areas and to meet professional goals. The School Improvement Plan Committee notifies faculty and staff of professional development opportunities that are funded by Overbrook School and the Parents' Club. Each faculty and staff member presents important points of the workshop, conference, in-service, or course at monthly faculty meetings.

Faculty are evaluated twice a year and staff once a year by the principal or academic dean with a post conference and discussion of progress in meeting individual goals. A written report and a follow-up conference provide feedback to the faculty and staff that gives them the opportunity to respond to the evaluator's comments. Drop-in observations are conducted throughout the year.

Overbrook's curriculum and textbook review process is on a five-year rotation. Hence, no textbook has a copyright date older than five years. The same year that a new textbook is chosen, the corresponding curriculum is updated. Faculty members visit peer institutions as part of the updating of curriculum. National and state standards are reviewed, as are standardized test score results. Faculty in-service corresponds to the updated curriculum. This helps the school to keep its program fresh and of the highest quality.

## **6. School Leadership:**

Overbrook School is administered by a principal and an academic dean who meet daily to advance the school. The principal answers to the Board of Directors. Weekly staff meetings are held. Teacher input is sought and professional development given through monthly faculty meetings.

The school has a strategic plan with short and long term goals. In the past five years the principal and junior high faculty devised a plan to give students more time in academic subjects while not eliminating art and music classes. Music electives were added for students in grades six to eight. Students are taught how to build relationships through instruction, class projects, an anti-bullying curriculum, and extra-curricular activities and athletics.

Every year the Overbrook Parents' Club provides money for improvements that affect learning such as SMARTBoards, LCD projectors and new library books.

Teaching time is jealously guarded by the principal. Academic field trips are encouraged. Academic clubs such as Chess Club, MathCounts, and Science Club have been added to the extracurricular offerings. Students in the fourth grade serve as book buddies for prekindergarteners to encourage reading. Students in the eighth grade preparing for the Sacrament of Confirmation mentor students in the second grade who are preparing for First Communion. A Parent Education Committee was formed three years ago to bring in national and local speakers on raising children, Internet safety, healthy living, morality and other topics. Seventh-grade students participate in the Duke University Talent Identification Program where consistently 75% or more of Overbrook's students qualify to take the SAT or ACT as seventh-graders. This year 92% of the seventh grade qualified. The school employs two resource teachers to provide one-on-one assistance to students and has an enrichment teacher who works with gifted students.

## PART VI - PRIVATE SCHOOL ADDENDUM

---

1. Private school association: Independent
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes  No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$10275</u> K	<u>\$10275</u> 1st	<u>\$10275</u> 2nd	<u>\$10275</u> 3rd	<u>\$10275</u> 4th	<u>\$10275</u> 5th
<u>\$10275</u> 6th	<u>\$10275</u> 7th	<u>\$10275</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 12291 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 5810
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
8 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
19 %

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 4 Test: CTP

Edition/Publication Year: IV Publisher: ERB

Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	302.3	302	303	296.6	302.4
Number of students tested	40	31	36	32	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	288.07	288.07	282.21	282.21	282.21
<b>NATIONAL STANDARD DEVIATION</b>	21.25	21.25	19.12	19.12	19.12

Notes:

Subject: Reading                      Grade: 4 Test: CTP  
Edition/Publication Year: IV Publisher: ERB  
Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	336.7	341.3	335.8	332.1	333.7
Number of students tested	40	31	36	32	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	323.56	323.56	320.37	320.37	320.37
<b>NATIONAL STANDARD DEVIATION</b>	16.58	16.58	15.94	15.94	15.94

Notes:

Subject: Mathematics      Grade: 5 Test: CTP  
Edition/Publication Year: IV Publisher: ERB  
Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	324	328.2	319	317.1	317
Number of students tested	36	37	33	42	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	301.56	301.56	294.56	294.56	294.56
<b>NATIONAL STANDARD DEVIATION</b>	25.64	25.64	23.49	23.49	23.49

Notes:

Subject: Reading                      Grade: 5 Test: CTP  
Edition/Publication Year: IV Publisher: ERB  
Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	348.4	350.8	343	347	346.3
Number of students tested	36	37	33	42	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	329.37	329.37	326.57	326.57	326.57
<b>NATIONAL STANDARD DEVIATION</b>	17.58	17.58	17.13	17.13	17.13

Notes:

Subject: Mathematics      Grade: 6 Test: CTP  
Edition/Publication Year: IV Publisher: ERB  
Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Oct	Sep	Oct
<b>SCHOOL SCORES</b>					
Average Score	350.7	348.4	341.2	340	341.8
Number of students tested	39	34	42	37	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	315.99	315.99	308.82	308.82	308.82
<b>NATIONAL STANDARD DEVIATION</b>	29	29	27.51	27.51	27.51

Notes:

Subject: Reading                      Grade: 6 Test: CTP  
Edition/Publication Year: IV Publisher: ERB  
Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	350.3	356.1	352.8	351.3	353.5
Number of students tested	39	34	42	37	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	334.31	334.31	331.95	331.95	331.95
<b>NATIONAL STANDARD DEVIATION</b>	18.33	18.33	17.98	17.98	17.98

Notes:

Subject: Mathematics      Grade: 7 Test: CTP

Edition/Publication Year: IV Publisher: ERB

Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	386.1	384.3	346.7	354.4	343
Number of students tested	27	32	21	23	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	328.75	328.75	322.73	322.73	322.73
<b>NATIONAL STANDARD DEVIATION</b>	30.88	30.88	30.09	30.09	30.09

Notes:

Subject: Reading                      Grade: 7 Test: CTP  
Edition/Publication Year: IV Publisher: ERB  
Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	358.2	356.4	358.9	350.7	353.4
Number of students tested	27	32	21	23	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	338.42	338.42	336.46	336.46	336.46
<b>NATIONAL STANDARD DEVIATION</b>	19.01	19.01	18.67	18.67	18.67

Notes:

Subject: Mathematics      Grade: 8 Test: CTP  
Edition/Publication Year: IV Publisher: ERB  
Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	398.5	391.1	389.1	367.7	372
Number of students tested	34	22	22	32	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	337.96	337.96	333.87	333.87	333.87
<b>NATIONAL STANDARD DEVIATION</b>	31.96	31.96	31.47	31.47	31.47

Notes:

Subject: Reading                      Grade: 8 Test: CTP  
Edition/Publication Year: IV Publisher: ERB  
Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	368.1	371.5	366.1	358.7	360
Number of students tested	34	22	22	32	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	341.82	341.82	340.19	340.19	340.19
<b>NATIONAL STANDARD DEVIATION</b>	19.8	19.8	19.38	19.38	19.38

Notes: