

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 Geri Rogers

Official School Name: Our Lady of Mercy School

School Mailing Address:
1730 Link Road
Winston-Salem, NC 27103-4626

County: Forsyth State School Code Number*: NA

Telephone: (336) 722-7204 Fax: (336) 725-2294

Web site/URL: ourladyofmercyschool.org E-mail: admin@ourladyofmercyschool.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*: Mrs. Linda Cherry

District Name: Diocese of Charlotte Tel: (704) 370-3271

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Neil Linnell

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. 3 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	5	13	18	6	9	16	25
K	8	9	17	7	15	16	31
1	11	12	23	8	12	12	24
2	10	11	21	9			0
3	9	13	22	10			0
4	17	8	25	11			0
5	10	15	25	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							231

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
4 % Black or African American
14 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
73 % White
6 % 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: 6 %

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.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1.	246
(5)	Total transferred students in row (3) divided by total students in row (4).	0.057
(6)	Amount in row (5) multiplied by 100.	5.691

8. Limited English proficient students in the school: 11 %

Total number limited English proficient 25

Number of languages represented: 4

Specify languages:

Spanish,, French, Chinese, English

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 14

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: 18 %

Total Number of Students Served: 42

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>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>7</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>11</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>18</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :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	98%	96%	97%	96%	96%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	0%	5%	5%	10%	5%
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	0	%

PART III - SUMMARY

Our Lady of Mercy School was established in 1957 as a response to the many families who relocated from the North to new work assignments in Winston-Salem, NC. The Sisters of St. Joseph from Chestnut Hill, Philadelphia, answered the call to staff the school.

From its founding 52 years ago the school has been proactive in its response to the needs of the school community. As school enrollment grew, the need for larger facilities was evident. In 2001, Bishop McGuinness High School moved from Winston-Salem to Kernersville, North Carolina. As the next step in OLM's "continuous improvement" and with much deliberation and planning, OLM bought the former high school building. In November 2002, the school relocated to the beautifully renovated former Bishop McGuinness High School. This facility provided a fully equipped science lab, media center, gymnasium with stage, a locker room area, cafeteria with kitchen, and individual classrooms for art, middle school math, music, Spanish, learning support, and counseling in addition to a playground, basketball court, and track. A new kindergarten / pre-school building was also built, with a preschool class added in 2006. Today the enrollment for Pre-K through 8th grade is approximately 231.

This move enhanced the school mission's goals: **"...to develop and honor each student spiritually, intellectually, socially, creatively, and emotionally."** A very dedicated, qualified faculty and staff with vibrant parental support, nurture students through example, in the knowledge and love of God, respect for self and others, responsibility and accountability, self discipline and a strong work ethic. This approach prepares the students to face the challenges of the future with confidence.

Such confidence comes from OLM's record of success. Striving for excellence is an on-going process at Our Lady of Mercy. The staff calls and guides each student to high academic standards and expectations which are borne out by national test scores. Perennially a large number of students in seventh grade qualify for the Duke University Talent Identification Program. Many graduates participate in accelerated programs in high schools, both public and Catholic, and become members of the National Honor Society. Several OLM graduates have attained Valedictorian status at Bishop McGuinness High School. In the last five years OLM has produced two Bishop McGuinness High School Valedictorians.

Students are encouraged to participate in a wide variety of extra-curricular activities such as: Cyber Mission (science), chess club, Quiz Bowl, Mad Science or "Lab Rats", yearbook, glee club, Karate, and an excellent sports program including volleyball, basketball, softball, track, wrestling, and cheerleading.

The "Helping Hands of Mercy" program teaches students to look beyond their own needs, especially as those needs relate to other children. "Helping Hands" reaches out to the community through monthly charitable events in coordination with Special Olympics, Child Protective Services, SCAN (Stop Child Abuse Now), and other agencies. Eighth graders are recognized as "Ambassadors" of OLM and as such are role models to younger students and the outside community. Through such programs, OLM fulfills the remainder of its mission statement: **"Our diverse community invites each child to live and serve in a changing society as a self-respecting and responsible citizen."**

Vital to Our Lady of Mercy School is parental involvement. Approximately 90% of Mercy parents volunteer in some way each year, from grade parenting to coaching to fund-raising and much more. Virtually any time school is in session or there is an extracurricular activity, volunteer parents or grandparents are on hand. Parental support has resulted in the establishment of a foundation which raises approximately \$85,000 annually. These monies provide for teacher bonuses, professional development, and tuition assistance. The school has been accredited by SACS/CASI since 2000 and is now preparing for district accreditation through AdvancEd for the entire diocesan school system. Many parents are part of the survey and interview process.

A welcome challenge comes in OLM's increasingly diverse student body. More and more Hispanic and Asian students are enrolling in Mercy, enriching its population and providing opportunities for communication and growth.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Our Lady of Mercy School administers the Iowa Test of Basic Skills (ITBS) to students in grades three through eight in October each year. Since these standardized tests are used by all schools in the Diocese of Charlotte, OLM is able to compare its students' results to those from schools across the diocese and the nation. Test results are provided in percentiles with the 50th percentile considered average. Thus, an eighth grade student receiving a score in the 90th percentile for math means that student scored higher than 90% of students of the same grade, tested at the same time of the year, in a similar region and socio/economic situation. Conversely it means that 10% of students under those same conditions scored higher than the particular student. While parents receive their child's individual scores, the school receives a National Student Norm percentile along with a National School Norm Percentile for each grade. It is important to note that although OLM tests in October, it meets the cut-off requirements for Spring norms of the following year.

OLM's seventh grade National Student Norm score in reading for 2009 is in the 92nd percentile, and its National School Norm is in the 99th percentile. Thus, OLM seventh graders scored higher than 92% of seventh graders in the nation. The School Norm percentile ranking shows that, as a school, Mercy scored higher than 99% of schools across the nation.

OLM's eighth grade math scores for the National Student Norm and National School Norm for 2009 were at the 79th and 95th percentile respectively. Although OLM has done very well overall, subtest scores in Math Computation have tended to be lower than the scores OLM has received in the Concepts/Estimation and Problems/Data subtests. The dedicated leadership and staff have been aggressively addressing this issue and are dedicated to improvement as part of the School Improvement Plan for AdvancEd re-accreditation.

Cognitive Abilities Test (CogAT), taken by OLM students in the second, fifth, and seventh grades, compares achievement level to ability level. Results at OLM show that in most cases actual achievement scores are higher than predicted scores. The school credits this to high expectations for its students, quality teaching, a strong work ethic, and extraordinary parental involvement. Overachievement in the area of testing is the hallmark from year to year at OLM.

Most importantly, the ITBS and CogAT provide the teaching staff with critical information such as: an individual student's yearly educational growth, identification of areas of weakness and strength (individual and class), and an opportunity for teachers to assess their instructional methods in the classroom. This information is beneficial to teachers and students alike, and is especially important when teachers confer and work with the learning resource teacher to support students who have particular needs. Eighteen percent (18%) of OLM's student body is served by the learning resource program.

In addition to the ITBS and CogAT tests, OLM requires its students to take other tests. Eighth graders take the North Carolina Computer Competency Test, and the Algebra students take the North Carolina end-of-course Algebra exam. The NC Computer Competency test measures computer literacy. Between 2005-2009 OLM students averaged a 95% pass rate. For the past five (5) years 100% of the eighth-grade students who have taken the Algebra exam have passed with only one exception. OLM also requires that students take a statewide test in writing proficiency that is developed and scored by the Catholic schools of both NC dioceses. Over the past five (5) years, 98% of OLM seventh graders have achieved passing scores, and 94% of fourth graders have done so. On none of these tests is there data available to ascertain top 10% on the state level.

Fifty-five percent (55%) of OLM's seventh graders have qualified to participate in the Duke University Talent Identification Program (TIP) in the last five (5) years. Of the students who participated in the past two years, eight have attained state-level recognition. As a follow-up to past performance, OLM's counselor contacted each high school, Catholic and public, attended by the last two years' graduates and discovered that 83% of OLM's graduates are in honors courses or above. Results such as these encourage the faculty to rededicate themselves to their commitment to the mission of the school.

2. Using Assessment Results:

Assessment data from ITBS are reviewed regularly to determine the strengths of various programs throughout the school. The principal reviews the test results from the previous year and the present year to confirm whether a year's worth of growth has been attained by each student. The Assistant Superintendent of Schools for the diocese conducts a comparison of each school's results to the overall results of the diocese. These comparisons help define progress between grade levels as well as how the school performs compared to other schools in the diocese.

Teachers receive class test results and identify strengths and weaknesses from a total class and individual student perspective. This helps to identify students for remediation and enrichment. The learning support teacher is included in this process. The previous year's teacher meets with the current teacher for each grade to study the results. Students who show moderate to severe weaknesses are identified and strategies are put in place with the learning support teacher. Individual teachers are also available for tutoring before and after school. Teachers review item analysis reports to identify strengths and weaknesses on specific test items. Thus, teachers can re-teach and/or review those skills that need to be mastered. Strengthening of math computation (on diocesan level) has been identified as an area where performance can be improved. A close study of ITBS results was done to determine if students are completing the test questions. It was noted that many students did not complete the work. As a result, teachers are "training" students to approach the test in a way which will give them the best opportunity to complete as many problems as possible.

Writing skills (at the local level) have also been identified as an area for improvement. To address the development of writing skills, teachers in grades kindergarten through eight attended the Empowering Writers Workshop. This program has been adopted throughout the school. The 2009 seventh grade writing test provided excellent results. Nonetheless, teachers felt that vocabulary could be enhanced even further. This fact was shared with all teachers of all subjects, so that each might pay closer attention to words used in all written work across the curriculum.

Integration of technology into the curriculum has offered another means of student assessment and an opportunity for students with a creative bent to use their particular talents to succeed. Data from each class, including tests, quizzes, projects, and presentations, help to provide a more complete assessment of each student. Curriculum coordinators schedule meetings at least twice a year to share strengths and weaknesses in each subject area. This information may involve tests, materials, or scheduling - any aspect of learning which may improve student performance.

3. Communicating Assessment Results:

Our Lady of Mercy School uses a variety of vehicles to communicate student performance. A weekly newsletter is sent home every Thursday via the oldest student in the family. This newsletter provides each family (Pre-K through 8) with information relevant to the school community. Assessment folders for the previous week are sent home each Monday for grades one through eight. Together with an interim progress report every six weeks, these folders provide timely information to parents. Middle school teachers utilize "mygradebook.com" to communicate grades in core subjects to parents and students. Our Lady of Mercy divides reporting periods into trimesters to provide more time for teaching, learning, and remediation between

reports. Individual students are recognized for Outstanding Effort, Honors, and High Honors at the end of each trimester.

School conferences are held twice a year, one in November which is mandatory for all parents, and another in April for selected parents and students. Teachers are available for conferences whenever needed throughout the school year. Teachers also communicate with parents via teacherweb.com, phone calls, and e-mails. Often a team of professionals (i.e. classroom teachers, counselor, resource teacher, and psychologist) will meet to discuss the progress of individual students with parents and student and collaboratively put an improvement plan in place. The school also communicates accomplishments, upcoming events, etc. through the parish bulletin, the Catholic newspaper, and local newspaper.

At eighth grade graduation, the Fraternal Order of the Knights of Columbus provides and presents scholarship awards to the students who achieve excellence in core subjects, general excellence, and greatest improvement overall. At this time Presidential Academic Awards are presented.

The school recognizes the importance of communicating and explaining the ITBS test results to parents. The principal meets with the Board of Education to apprise the members of the overall results. A presentation is made to the Parent Teacher Organization (PTO) general meeting. Individual parents may meet privately with teachers concerning individual results for further clarification.

4. Sharing Success:

Our Lady of Mercy School shares its success in various ways. Teachers are often called upon to participate as facilitators at diocesan conferences or to lead grade level groups on sharing successes in the classroom. They have also been called upon to make presentations at these conferences. Mentor teachers share their experience in guiding initially-licensed teachers (ILT's) through the three year North Carolina state process culminating in a continuing license. Also, several Our Lady of Mercy teachers prepared the rubrics for the creation of the diocesan writing test. Several others participated in the scoring of the test. These teachers continue to meet and review the process. Middle School teachers meet with the Catholic high school teachers to share expectations and coordinate curriculum issues for eighth grade graduates transitioning into high school in order to give the best opportunities for success.

During Catholic Schools Week and throughout the year, OLM holds open houses during the day and in the evening to share school information and successes with the broader community. Students act as tour guides for prospective parents which allows them to share their pride in their school. Parents are also willing to share their experiences with newcomers.

In order to share OLM's story with the broader public, the school has a website on which each teacher provides information related to his/her grade level or subject. Articles are sent regularly to the Catholic and local newspapers, and television stations have attended many OLM events. Local college students have requested to observe teachers in action at OLM, and Bishop McGuinness High School students often spend "Winterim", a career exploration experience, at OLM.

Perhaps Mercy's proudest moments come from sharing with those less fortunate. The students share their time and gifts through the Helping Hands of Mercy program which is a monthly commitment. The Our Lady of Mercy Community continually recognizes the privilege and responsibility of being able to share its gifts.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our Lady of Mercy School curriculum is based on the guidelines provided by the Diocese of Charlotte. The guidelines are developed from the North Carolina Course of Study.

Religion: Instruction is three-fold: to nurture faith formation, to provide content knowledge, and to live out the gospel message to be of service to others at school, at home, and within the larger community. Instruction includes Catholic doctrine, prayer, morality, sacraments, church history, and scripture. Every week one grade prepares and leads the worship service for the school and parish community. Students also prepare penance and prayer services.

Mathematics: The curriculum objectives take the students from simple computation skills to higher level thinking skills. The curriculum covers number sense, computation, problem-solving, measurement, pattern, graphing, functions, and algebra. Special importance is given to problem-solving skills in all grades. An advanced math class is offered for seventh and eighth graders who are ready for the challenges of pre-Algebra and Algebra 1.

Social Studies: The program spirals from understanding self, family and local communities to awareness and understanding of countries throughout the world. This understanding is based on history, geography, socio-economics, civics, and world cultures. It links what happened in the past to what is happening in the world today. Students become more aware of issues such as peace, justice and tolerance, and the importance of being an active member of the communities which impact their lives.

Language Arts: Through Language Arts, all forms of communication are taught. The curriculum includes reading readiness, reading, phonics, composition, literature, spelling, grammar, handwriting, and public speaking. This critical area in the curriculum has always been a strength at OLM.

Science: The curriculum provides research and discovery experiences through the exploration of scientific concepts in life science, earth science, physical science, and environmental science. Hands-on activities for middle school students take place in a full-scale science lab at least twice per week. The use of the "outside classroom" provides opportunities for students to understand the link between theory and life experiences. Such places include the following: the local teaching hospital, science museums, state parks and zoos, and the NC coast and mountains. Providing such experiences not only exposes students to the fascinating world of science but also nurtures respect for life.

Foreign Language: Our Lady of Mercy is in compliance with Blue Ribbon foreign language requirements. Spanish is taught to all students, pre-K through eighth grade, in order to nurture the appreciation of another language and culture. Students from Pre-K through second grade have Spanish 30 minutes a week and concentrate on basic vocabulary. Grades three through five meet twice weekly for 30 minutes and continue to build vocabulary in context. Sixth graders have 100 minutes a week and seventh and eighth meet for 150 minutes per week. In the middle school, students pursue a curriculum equivalent to Spanish I in high school. More than half of the graduates are eligible for Spanish II in high school.

Technology: The program cultivates an environment where technology and media are used as a means to integrate curriculum in order to enhance student learning. All teachers collaborate to plan and provide learning experiences that incorporate media and technology. Students must access and use print and digital resources to thrive in the information age. Two new "Smart Boards" purchased in 2009 are utilized in enhancing instruction across the curriculum.

Art: OLM seeks to provide an appreciation for all aspects of art. Students (kindergarten through fourth) experience working in water-color, crayon, clay, oil pastels, and acrylics. Upper grades add charcoal, plaster, printing, drafting, and sculpture. All projects are centered around an artist and/or style. Thus, art history is part of every project. Student work is displayed throughout the school.

Music: In grades K-8 the program develops music abilities through choral skills, singing, developing music vocabulary, and correlating history, culture, and events that shape the creation of music. Students also acquire knowledge of different periods of music and composers. Performances include the Christmas Pageant, talent show, glee club, and hand bell teams.

Physical Education: The goal is to improve the fitness and ability level of all students, kindergarten through eighth grade. This is done through fitness exercises such as endurance runs, curl ups, and pull ups. Coordination, teamwork, and specific skills are taught through games such as basketball and volleyball. Students participate in the President's Challenge Program and Jump Rope for Heart.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Our Lady of Mercy School uses McMillan McGraw Hill reading series for grades one through five. An independent kindergarten reading program is based on the Orton-Gillingham method of instruction. All students in the primary and intermediate grades use basal texts, guided reading, novels, chapter books, and the internet to introduce and improve reading skills. A formal phonics program is used in grades kindergarten through three. The formal use of reading skills is used within science and social studies at the third, fourth, and fifth grade level. This also helps in the building of a broader vocabulary base. To further enhance vocabulary, intermediate grades use Wordly Wise and non-fiction materials such as National Geographic and Scholastic magazines. These materials are also used to build on grammar skills and punctuation. Projects, presentations, and essays allow students to be creative, practice public speaking, and experience the link between quality reading and quality writing. The school library contains 8,500 books and is available to students during scheduled library times as well as recess and lunch times should a student need help in accessing research materials.

The middle school reading curriculum is literature-based with a strong emphasis on writing. Students are exposed to a variety of genres through which they learn to recognize and analyze character development, plot and theme. Classical and modern works of literature challenge students to a higher order of thinking skills reflective of and connected to their own life experiences. Novels are also used as the basis for writing an essay defending a thesis statement. Grammar, vocabulary study, dictionary skills, and punctuation are developed within the program.

3. Additional Curriculum Area:

English with Emphasis on Writing

In 2005 "The Inquiry Cycle and Improvement Plan for Writing" was put in place at Our Lady of Mercy School. The vision was to enrich the quality of writing instruction for all students and thus improve students' writing skills.

Fourth and seventh grade Diocesan Writing Test results were graphed along with ITBS performance averages for each class in vocabulary, spelling, capitalization, punctuation, usage and expression. The data showed that ITBS average scores ranged from the 75th to 99th percentile, an area of strength for Mercy students. Analysis of student writing samples resulted in identification of various weaknesses, e.g. weak beginnings, immature use of language, childish logic, weak description, and lack of elaborative detail.

As a result of the aforementioned writing test results, the "Empowering Writers" program was implemented for kindergarten through eighth grade. All language arts teachers attended an "Empowering Writers" workshop and all necessary materials were purchased which supported the program. Whole class writing instruction was scheduled at least twice each week for the purpose of introducing, modeling, and guided practice of key skills. Strategies were put in place to ensure that definite skills were taught in specific grades. Teachers integrate art, music, reading, content area subjects, and technology with writing as a means of applying specific writing skills in authentic learning experiences.

The writing team for the SACS School Improvement Plan monitors the implementation of the program. Scheduled sharing sessions provide opportunities to discuss challenges and successes. Writing samples are used as evidence of growth over time. The 2008 Diocesan Writing Test results showed that 80%

of fourth graders were appropriately in the "development" stage which indicates an understanding of the components of narrative writing. Ninety-five percent (95%) of the seventh grade students showed a strong comprehension of skills needed to write a persuasive essay.

While the fourth and seventh grade classes are the only grades which are involved in the actual Diocesan Writing Test, it is important to note that all grades use the "Empowering Writers" program and over time will develop narrative, expository, and persuasive writing skills. This is very much an incremental process.

4. Instructional Methods:

In order to educate the whole child and address various learning styles, classroom teachers utilize a variety of instructional methods. In the lower grades, small groups help to reinforce reading skills and identify individual problems. Listening centers, computer programs, and "Smart Boards" assist in skills reinforcement and re-teaching. Teaching assistants use additional materials with individuals or small groups to address difficulties in reading comprehension, spelling, vocabulary, and math. Assistants also scribe for students with dysgraphia or other learning differences and facilitate test-taking for special needs students. Lesson plans incorporate strategies that address the auditory, visual, and kinesthetic learner. Students with special needs are served by an LD licensed teacher trained in multi-sensory methods including Orton-Gillingham. Children requiring early intervention as well as those identified with a diagnosed LD receive instruction during the school day. Title I reading and math programs are available after school every day for students who qualify.

An optional after-school Spanish class is offered in the spring to all eighth grade students. This provides enrichment and/or review of class work. Upper grades (6-8) may also meet with the math teacher before or after school for clarification and/or tutoring. Peer-tutoring is encouraged in the middle school.

Teachers in all grades plan projects around thematic units in alignment with the curriculum. These projects not only enhance knowledge of content area but also provide students the opportunity to practice public speaking and demonstrate creative strengths within the world of fine arts and visual arts.

All field trips are connected to curriculum. Teachers make good use of coastal North Carolina, the mountain areas, museums, teaching hospitals, North Carolina School of the Arts, Little Theatre, and other local resources to enhance knowledge in science and social studies and make life connections to learning experiences. Teachers at Our Lady of Mercy understand the importance of differentiated learning in ensuring overall success of the students in all grades.

5. Professional Development:

The professional development of teachers and staff is considered critical if students are to be prepared for life in the 21st century. Principal and teachers in all departments rotate attendance at state conferences in math, science, middle school, social studies, and reading. The Spanish teacher attends the Foreign Language Association of North Carolina conference (FLANC), and several teachers attend the Western NC Symposium on Learning Disorders and Attention Deficit Disorders. The school counselor and technology teacher also attend conferences in their field. The science coordinator accepted an invitation this year to participate in a state-wide bio-technology workshop. Since students with Autism Spectrum Disorder attend Our Lady of Mercy, teachers and parents of those students organized a workshop during Autism Awareness Month to further educate the staff on this disorder. Students were also educated to give them a better understanding and inspire kindness, compassion and support for those who have Autism. Principal and key teachers attend AdvancEd conferences annually in preparation for re-accreditation.

The faculty and staff have grown in the knowledge and practice of technology skills through outside workshops and conferences together with in-services directed by the technology teacher. Each teacher maintains a website as a communication tool with parents and students. Integration of technology into the curriculum has become common practice. Technology in-service is on-going on an annual basis. Teachers attend all diocesan conferences and in-services promoted or provided by the diocese.

The school believes in early intervention, especially in Pre-K and Kindergarten, when it is noted that student output is not indicative of student ability. Teachers have found that workshops dealing with Auditory

Processing Development, Visual Related Learning, and Sensory Integration Dysfunction have led to practical solutions in several cases.

Workshops have provided important information on current social issues such as cyber bullying and relational aggression. Hopefully the current effort to encourage "conversation kindness" in speech and the written word will prove successful.

Parental support through the PTO and the Triad Foundation has provided much-needed funds to ensure that all teachers have the opportunity for professional and self-improvement which in turn benefits the students and the school as a whole.

6. School Leadership:

The principal is accountable to the pastor, the superintendent of Catholic Schools, and to the bishop of the diocese.

The prime role of the principal at Mercy is spiritual leader. As such she sets the cultural tone of the school with regards to the teaching of the Catholic faith, the upholding of the gospel values in word and action, and the formation of a strong, honest work ethic.

The principal believes that consistent communication is the key to success in her role as supervisor, manager, and administrator. In keeping with this belief, the principal holds a daily faculty meeting prior to the beginning of the school day. At this time the faculty prays together and shares agenda items. The principal and vice-principal also meet daily to address issues of importance. In order to become familiar with each student, the principal supervises both lunch periods. As a member of the parish leadership team, the principal meets twice a month to provide the pastor and parish team leaders with school news and to be made aware of parish issues and events. The Parent Teacher Organization (PTO) chairpersons meet monthly with the principal to discuss and plan the general PTO meeting agenda and topics. The Board of Education meets monthly to address issues brought to its attention by the principal, parents, or board members. The Director of Finances and principal meet monthly to discuss the state of the budget. Principals throughout the diocese must ensure that policies are followed in individual schools and disseminate all relevant diocesan information to the school community. The principal carries out formal teacher observations twice yearly and informal observations/visits to each classroom daily. The Director of Marketing and principal provide opportunities for the local community to become familiar with the school via open house visits.

OLM has been fortunate to have a stable administration for the past twenty-five years. The former principal served for 22 years. The current principal, Sister Geri Rogers, has been in the position for three years. Previously, Sister Geri was part of the faculty for nineteen years and vice-principal for five years. The stability in leadership is one of OLM's greatest assets.

PART VI - PRIVATE SCHOOL ADDENDUM

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

<u>\$4401</u>	<u>\$4401</u>	<u>\$4401</u>	<u>\$4401</u>	<u>\$4401</u>	<u>\$4401</u>
K	1st	2nd	3rd	4th	5th
<u>\$4401</u>	<u>\$4401</u>	<u>\$4401</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 6450 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 2000
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
7 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
26 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	58	80	54	74	80
Number of students tested	22	24	28	38	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	2	2	3
Percent of students alternatively assessed	4	0	7	5	8
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

*Since the Diocese of Charlotte tests in October, the 09-10 results are reported in the 08-09 column and respective years follow.

*There is no class with a subgroup of 10 or more.

*ITBS was renamed in 2005.

Subject: Reading Grade: 3 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	61	81	66	79	86
Number of students tested	22	24	28	38	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	2	2	3
Percent of students alternatively assessed	4	0	7	5	8
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

*Since the Diocese of Charlotte tests in October, the 09-10 results are reported in the 08-09 column and respective years follow.

*There is no class with a subgroup of 10 or more.

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	71	62	72	80	84
Number of students tested	25	27	31	40	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	1	4	5
Percent of students alternatively assessed	0	11	3	10	17
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

*Since the Diocese of Charlotte tests in October, the 09-10 results are reported in the 08-09 column and respective years follow.

*There is no class with a subgroup of 10 or more.

Subject: Reading Grade: 4 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	83	80	81	88	90
Number of students tested	25	27	31	40	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	1	4	5
Percent of students alternatively assessed	0	11	3	7	16
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

*Since the Diocese of Charlotte tests in October, the 09-10 results are reported in the 08-09 column and respective years follow.

*There is no class with a subgroup of 10 or more.

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	63	73	74	77	79
Number of students tested	25	27	32	27	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	7	3	5
Percent of students alternatively assessed	12	14	21	11	16
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

*Since the Diocese of Charlotte tests in October, the 09-10 results are reported in the 08-09 column and respective years follow.

*There is no class with a subgroup of 10 or more.

Subject: Reading Grade: 5 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	84	90	91	91
Number of students tested	25	27	32	27	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	7	3	5
Percent of students alternatively assessed	12	14	21	11	16
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

*Since the Diocese of Charlotte tests in October, the 09-10 results are reported in the 08-09 column and respective years follow.

*There is no class with a subgroup of 10 or more.

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	69	77	72	80	88
Number of students tested	25	32	21	38	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	7	1	3	4
Percent of students alternatively assessed	20	21	4	7	15
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

*Since we tested in October, we have reported the 09-10 results in the 08-09 column and respective years following.

*There is no class with a subgroup of 10 or more.

Subject: Reading Grade: 6 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	78	90	86	87	88
Number of students tested	25	32	21	38	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	7	1	3	4
Percent of students alternatively assessed	20	21	4	7	15
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

*Since the Diocese of Charlotte tests in October, the 09-10 results are reported in the 08-09 column and respective years follow.

*Grade 6 2009-2010 has 44% minorities, the largest percentage in the school. There is no class with a subgroup of 10 or more.

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	85	73	70	84	82
Number of students tested	30	25	36	27	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	2	3	4	1
Percent of students alternatively assessed	20	8	8	14	3
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

*Since the Diocese of Charlotte tests in October, the 09-10 results are reported in the 08-09 column and respective years follow.

*There is no class with a subgroup of 10 or more.

Subject: Reading Grade: 7 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	92	85	86	87	91
Number of students tested	30	25	36	27	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	2	3	4	1
Percent of students alternatively assessed	20	8	8	14	3
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

*Since the Diocese of Charlotte tests in October, the 09-10 results are reported in the 08-09 column and respective years following.

*There is no class with a subgroup of 10 or more.

Subject: Mathematics Grade: 8 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	74	79	76	78
Number of students tested	24	35	26	32	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	1	2	7
Percent of students alternatively assessed	8	5	3	6	21
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

*Since the Diocese of Charlotte tests in October, the 09-10 results are reported in the 08-09 column and respective years follow.

*There is no class with a subgroup of 10 or more.

Subject: Reading Grade: 8 Test: ItBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	89	83	82	90	86
Number of students tested	24	35	26	32	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	1	2	7
Percent of students alternatively assessed	8	5	3	6	21
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

*Since the Diocese of Charlotte tests in October, the 09-10 results are reported in the 08-09 column and respective years follow.

*There is no class with a subgroup of 10 or more.