

PART I - ELIGIBILITY CERTIFICATION

11PV207

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11PV207

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	37	44	81
K	38	26	64		7	49	29	78
1	34	32	66		8	37	45	82
2	37	42	79		9	0	0	0
3	44	33	77		10	0	0	0
4	37	40	77		11	0	0	0
5	30	46	76		12	0	0	0
Total in Applying School:								680

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
93 % White
2 % 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 2009-2010 school year: 1%

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, 2009 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2009	691
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 8

Specify languages:

Arabic, Spanish, Russian, French, Tagalog, Vietnamese, Filipino, Indonesian

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of 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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%
 Total number of students served: 8

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>2</u>
Special resource teachers/specialists	<u>11</u>	<u>0</u>
Paraprofessionals	<u>15</u>	<u>0</u>
Support staff	<u>5</u>	<u>4</u>
Total number	<u>66</u>	<u>6</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: 22:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	98%	97%	97%	98%	97%
Teacher turnover rate	3%	3%	4%	2%	5%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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	_____ %
Total	_____ 0%

PART III - SUMMARY

11PV207

Entering the campus of The Franciscan School, one is greeted with a banner of St. Francis of Assisi with the word, “Welcome.” At The Franciscan School, being welcomed is a way of life. It is being greeted by the principal at the school gate every day. It is gathering in prayer every morning with over 700 students, teachers, parents, and community members. It is welcoming guest speakers into classrooms to talk about meteorology, their Holocaust experience, or what life as a homeless person was like for them. It is welcoming a new student mid-year in which her classmates shower her with welcome cards and make certain that she has a seat at the table at lunch. It is welcoming parents into the classroom to be “secret readers” or to share the Gospel. It is part of the mission of The Franciscan School – to joyfully welcome all those who come to us.

In welcoming others, The Franciscan School community extends a hand to many. The School extended their hand to:

- the broken when the third graders wrote cards of prayer to those in prison,
- to the lonely in which the eighth grade students created care packages for those afflicted with AIDS,
- to the aged when the fifth graders hosted the seniors in the community with an intergenerational tea
- to the hungry when the entire student body came together to bag 9,800 lunches for hungry children in Kenya,
- to the less fortunate when faculty members saw a need at a local parish and created a summer tutoring program.

While each of these activities is noble in their own right, it is a way of life at The Franciscan School. The question is never, “did you see what we did?” The question is always, “what more can we do?”

Nestled in the woods in North Raleigh, The Franciscan School, welcomes 680 students from 450 families to join in learning through the lens of faith. Founded in 2000, The Franciscan School is a vital and growing ministry of the Catholic Community of St. Francis of Assisi. The school campus is comprised of five classroom buildings, a Media Center, technology lab, a gym, and the new Siena Center for Lifelong Learning which serves as the middle school building during the day equipped with two state of the art science labs and where all classrooms are equipped with Smart Boards.

At The Franciscan School, teaching is a ministry, and the 73 faculty and staff reflect this attitude. The educators share their diverse talents, encourage growth, and recognize that relationships with students and families go far beyond the role of formal education. It is not unusual for the teachers and staff to pack the stands to cheer on students at a game or be spotted in the audience at a recital for one of the students. The talented and dedicated staff includes four teachers/administrators who have served as adult leaders on mission trips, grant writers that have secured over \$2000 in grants for the school, and two teachers who are graduates of the school.

One of the strategic initiatives for the parish and school is to foster collaboration. The teachers work tirelessly to collaborate with each other as well as with other parish ministries. In 2008, the inaugural Fr. David McBriar Collaborative Ministry Award was awarded to Mrs. Cheryl Stevens, fifth grade teacher, for her work in fostering collaboration between the school and parish around the area of social justice. Mrs. Stevens worked with others to develop a Social Justice curriculum and created a Social Justice Fair which was a culminating activity for students. To accomplish this, she worked with various parish ministries who provided resources, activities, and speakers for the students.

Although considered a “young” school in terms of the number of years of operation, The Franciscan School has often led the way for other schools. The school was the first Catholic school in the Diocese of Raleigh to offer advanced math options such as Algebra and Geometry to middle school students. The

school is one of the first in the area to utilize social networking sites such as Facebook and Twitter to market the school. Further, the school is also home to one of the few LEED Certified Silver buildings in the state of North Carolina. This was a wonderful testament to the mission of the school and parish to care for creation.

The Franciscan School was honored with accreditation from the Southern Association of Colleges and Schools after its first year of operation and the school continues to be accredited by SACS/AdvancED. In addition, The Franciscan School is a proud member of the National Catholic Education Association.

1. Assessment Results:

Students in Grades 3-8 at The Franciscan School take the Iowa Test of Basic Skills each October. This is a national norm-referenced standardized test which allows comparison of the performance of The Franciscan School students to similar groups of students in the nation. In reviewing the Iowa Test of Basic Skills assessment results for The Franciscan School, the overall analysis reveals that student performance is fairly consistent. However, there are some trends in both reading and in mathematics worth noting.

The ITBS Reading Test consists of vocabulary and reading comprehension. In reading, the school noted a decline in scores for the class of 2008 when those students took the test in 2005 and again in 2006. There was a 7 point drop in scores. In addition, a similar drop was noted for the class of 2012 between their 6th and 7th grade years of testing. A similar pattern was noted for the class of 2010 and the class of 2012 in mathematics in those same years. Historically, these years have denoted a difficult transition for students at The Franciscan School. To reverse the downward trend, the school implemented a number of strategies in those grades in reading, mathematics, and across the curriculum.

In 2008, an educational resource specialist was hired to assist students in grades K-5. However, the specialist focused their work on the 4th, 5th, and 6th grade students. At the time, there was not a full time educational resource specialist on staff to assist middle school students. Recognizing the need via the testing data, the specialist found deficiencies in the reading and math program and worked with classroom teachers to resolve the deficiencies. Specifically, students were not showing progress in the area of reading comprehension. Specific reading comprehension strategies including increasing the amount of reading comprehension assessments in the classroom led to improvement.

In addition, students in 6th and 7th grades had a difficult time with study skills. The school found that students were unable to manage an increased workload and one of the areas that suffered was reading. Students were reading to finish, not comprehend material. This was found not only in reading class but in other subjects as well such as in social studies and science. As a result, the resource specialist in conjunction with classroom teachers began to work with specific students and with the entire class to develop study skills, organizational skills, and stronger reading comprehension. While some gains have been shown in reading, the school believes that this change in program is a long-term commitment and that results may not be realized for a few years to come. As part of this long-term commitment, an additional educational resource specialist was hired in 2010 to specifically work with students in grades six through eight.

The ITBS Math Test consists of three subtests: concepts and estimation, problem solving and data interpretation, and math computation. In mathematics, the school again noted a trend of declining scores between sixth and seventh grades. To address this concern in mathematics, several proactive strategies have been implemented. At the fourth and fifth grade levels, the fifth grade teacher co-teaches with the fourth grade teachers. This has resulted in an increase in student performance and has eased the transition for students to fifth grade math. In addition, three teachers taught multiple grade levels previously in the middle school, which made it difficult for a teacher to become an expert in a given field of mathematics for a given grade level. Currently, there is one teacher who teaches grade six, one teacher who teaches grade seven, and one teacher who teaches grade eight. This change in teacher assignment has led to greater consistency in instruction. In addition, the revision of the requirements for advanced math options for seventh and eighth grade students has resulted in students being placed more appropriately into their math classes according to their ability to handle abstract concepts.

The school will continue to evaluate its performance utilizing assessment data. The school in conjunction with other schools in the diocese, purchased a new interactive results data management system to better track data and to allow teachers more access to performance data.

2. Using Assessment Results:

Although the school has shown gains in several areas, math computation scores continue to lag behind. While this may be a trend in testing throughout the country, the school believes that there are specific steps to take to improve these scores. When testing data is received by the school, it is first reviewed by the school administrative team which consists of the Principal, Assistant Principal for Grades K-4, Assistant Principal for Grades 5-8, the Director of Mission, and the Guidance Counselor for Grades K-8. The team reviews the data to note any trends or gaps in the testing data. The information is then reviewed with the faculty, led by the Guidance Counselor. As a group, the faculty looks for specific areas in which there may be gains or losses. The faculty then makes any necessary recommendations to improve scores. In addition, the faculty regularly reviews in class performance data with the administrative team to note whether or not any changes are necessary in curriculum and/or instruction.

In 2007, it was evident that some students were requiring additional accommodations to be successful in the classroom. While the school does not have a special education program, it was clear that students could benefit from some accommodations including small group learning and test/homework modifications. As a result, the school has since hired two educational resource specialists. These specialists assist classroom teachers in accommodating the needs of these students. One direct benefit has been that with instructional changes in the classroom, student test results have showed improvement.

An additional change as a result of assessment data was the revision of the requirements to enter into Algebra or Geometry for seventh and eighth grade students. Prior to 2009, students who wanted to take Algebra in seventh grade or Geometry in eighth grade were allowed to take the course if they showed aptitude as a result of in-class performance and if parents gave permission. However, it was clear to faculty and administrators that a significant number of students were taking the courses but were not able to be successful. As a result, the faculty in the mathematics department revised the requirements to take these classes and included norm-referenced assessment results as part of the requirements. The school has seen an improvement in achievement for students in Algebra and Geometry as a result of better utilizing assessment data.

3. Communicating Assessment Results:

At The Franciscan School, parent partnership is paramount to the success of each student. As a result, timely communication with parents concerning the results of all assessments is very important. When standardized testing data is received, the school provides comprehensive score reports to each family. In addition, information sessions are held for families and the larger community to provide context and to understand trends in the scoring information. These sessions give an overview of the standardized testing process; provides a summary of how the school compares to other schools; and allows time for questions and answers. In some cases, parents request individual meetings to discuss score reports. The school counselor meets with each of these families to discuss the scores and answers any questions about the test.

For in-class assessments, the school communicates results in a variety of ways. Each teacher is responsible for providing timely updates to students and to parents concerning progress in each grade. In addition, the school is piloting online grading reports this year in Grades 5-8. The intent is to provide parents and students up-to-date reports on assessments so that students can become more responsible for their own learning and for parents to have a more accurate picture of their child's performance. In addition, the school provides performance data in the form of interim reports for each core content area midway through each trimester as well as provides a report card of performance at the end of each trimester.

The teachers also hold conferences throughout the year to effectively communicate student performance with parents. The conferences are mandatory for all families in Grades Kindergarten through 4th grade. For Grades 5-8, each student attends the conference with their parents. The intent again is to help students be more responsible for their own learning.

The school communicates assessment results to the larger community through the use of newsletters, the parish bulletin, information posted on the school website, and annually in the parish annual report.

4. Sharing Lessons Learned:

One of the hallmarks of The Franciscan School is the team approach to helping students succeed. In 2008, the Educational Team process was developed at The Franciscan School. The purpose of the Educational Team process is to provide a multi-faceted approach to helping students who are at-risk or who have the potential to be at-risk to be more successful in school. The process involves the classroom teacher, the school guidance counselor, school administrator, educational resource specialist, parents, and in the case of Grades 5-8, the student, to come together to develop a plan for success. Unlike a traditional IEP process, the school has the ability to be flexible and creative when developing this plan. One of the benefits of this process has been that many of the classroom teachers have adopted new strategies in their classroom that have benefitted all students regardless of need. This process is unique in our diocese in that most schools are unable to provide for additional educational resource specialists. Throughout the country, the same is true. Most Catholic schools are unable to provide much support for students who do not need a traditional special education program but who do need some support. Our team has presented at various conferences including the North Carolina State Catholic Education Conference in 2009 held in Raleigh, North Carolina.

The school has also been proactive in dealing with bullying issues; specifically in the middle school. In 2008, one of the teachers, Mrs. Lauren Putman worked with the school guidance counselor, Mrs. Lauren Wacenske, to develop a Community Building course. The goal of this course aims to create a safe, respectful, and caring learning environment for students as they navigate middle school. The course focuses on the values of respect and empathy - principally within friendships and the classroom setting, though not excluding the larger context of families, local communities, and the world at large. This course has proven quite successful in building a sense of community for the sixth grade students who take the course and the school has also seen a reduction in disciplinary issues related to bullying in the middle school. Mrs. Putman was a presenter at the North Carolina State Catholic Education Conference in 2009 to share the keys to success for this program.

1. Curriculum:

Reading: Recognizing that students learn in different ways, differentiated instruction is a constant goal used by the faculty at The Franciscan School to help the students be successful within the reading/ language arts curriculum. Kindergarten through eighth grade reading programs provide time for the teachers to meet with individuals and small groups, as well as provide whole group instruction.

Math: Differentiated instruction is one way in which faculty at The Franciscan School help students to be successful in the math curriculum. The math curriculum also provides for advanced study in seventh and eighth grades. Algebra is available to qualified seventh grade students. Geometry is available to qualified eighth grade students.

Science: Science instruction at The Franciscan School is experiential. The kindergarten students recently completed a unit on food. To extend learning in that area, students teamed up with local farmers and created a vegetable garden on campus. The students learned about the different crops and farming methods and now see the results as carrots, squash, and broccoli are filling the garden. In fifth grade, students completed their study of the sun by making "solar pizza." After learning about the properties of the sun, students set out to bake pizza out on the athletic field using the sun as the heating element. Tasty pizza was just one of the rewards of the lesson. Students in grades 6-8 participate in the school science fair which allows them to explore a specific scientific question. One student last year won the school, regional, and state science fair with her project, "Batteries Not Included."

Social Studies: Consistent with the school's philosophy of reaching out to others, the social studies curriculum focuses learning on our community and our place in the world. Through the use of technology, social studies instruction has been transformed at The Franciscan School. Recently, the school purchased Smart Boards which allows teachers to instruct in new ways. In November, 2010, for example, the first grade students engaged in a virtual field trip utilizing the Smart Board to reinforce the lesson of community in class. In the middle school, the seventh grade students recently learned about the Holocaust and utilized the Smart Board to access footage from World War II to reinforce lessons in the classroom. Students also heard first-hand accounts of surviving during the war from two Holocaust survivors.

Spanish: Spanish is offered to all students in grades Kindergarten through 8th grade. Students in 7th and 8th grade take Spanish three times a week. When students graduate from The Franciscan School, students regularly place into Spanish II or Spanish I honors reflecting their competency in Spanish. Students are taught how to read, speak, and listen in Spanish. Students are also taught to appreciate Spanish culture and regularly engage in experiential learning activities in Spanish. For example, the 7th grade students this year attended a drama performance in Spanish and then had the opportunity to utilize their Spanish language skills by eating lunch at a Spanish restaurant and ordering in Spanish.

Religion: Religion is a core curriculum area at The Franciscan School. As a Catholic school, the Catholic faith is taught at all grade levels. Unique to the school, the curriculum is also focused on Franciscan tradition and on Catholic Social Teaching. As part of the religion curriculum, the students are responsible for preparing and leading community liturgies. Students lead the assembly in prayer regularly at prayer services, morning prayer, and class masses as well.

Visual/Performing Arts: The visual and performing arts at The Franciscan School are integral parts of the curriculum. All students receive instruction in the visual and performing arts beginning in Kindergarten. Students learn the basics of drawing, painting, art literacy, and ceramics at The Franciscan School. Annually, an Art Show is held in the spring in which each student displays three pieces of art. In addition, the school has a vibrant Art Club for middle school students. The performing arts at The Franciscan School consist of music and drama. All students receive music instruction beginning in Kindergarten.

Students in grades 7 and 8 also take a class in drama. In addition, the school has outstanding dramatic productions each year. Last year, over 80 students were cast in the school play. Students are also able to develop their performance skills in the youth choir and pep band.

PE/Health/Nutrition: Students engage in physical activity regularly at The Franciscan School. Physical Education instruction begins in Kindergarten. Students participate in age-appropriate activities to develop their strength, learn rules and good sportsmanship. The recently constructed Assisi Community Center includes a new gym with mechanical dividers that allow for multiple classes to utilize the gym at one time. In addition, the school offers a Jujutsu program for middle school students after school. Students in this program learn the Brazilian martial art and participate in local tournaments.

2. Reading/English:

The Franciscan School follows the curriculum guidelines established by the Diocese of Raleigh and the state of North Carolina to teach reading to the kindergarten through eighth grade students. This is accomplished using three main programmatic methods.

The McGraw-Hill SRA/Open Court reading program, an explicit, systematic program, is the instructional approach for teaching kindergarten, first, and second grade reading skills. This series builds skills and uses strategies in the areas of letter recognition, phonological and phonemic awareness, comprehension and fluency, writing, language arts, and vocabulary. Open Court was chosen because the K–2 faculty believes that students who learn to attach sounds to letters accurately, to recognize words, to link the words to meanings, to read with fluency and comprehension, move from emergent to proficient readers. The Open Court program is effective in helping students accomplish this daunting task.

The skills taught in kindergarten, first, and second grades are continued and enhanced in grades three through eight by using anthologies from the Houghton-Mifflin and Prentice Hall publishers and through the use of novels, short stories, poetry, and plays. The stories, plays, and poems in the textbooks and novels provide the opportunity for developing inquiry skills, word knowledge, critical thinking skills, exposure to diverse genres, cultural literacy, and cross curricular support. This approach also continues the development of skills in spelling, vocabulary, the writing process, writing strategies, grammar, usage, and mechanics, as well as listening and speaking skills begun in the lower elementary grades.

Suggestions for skills and strategies are provided by each program that allows support for students who need skill review or more intensive support or who would benefit from skill challenges for students working at or above grade level. Recognizing that students learn in different ways, differentiated instruction is utilized by the faculty at The Franciscan School to help the students be successful within the language arts curriculum. Kindergarten through eighth grade reading programs provide time for the teachers to meet with individuals and small groups, as well as provide whole group instruction.

Implementation of the reading curriculum described above provides The Franciscan School with a comprehensive and cohesive reading program aligned with the state and Diocesan guidelines that strengthens and builds a continuous stream of learning for all students.

3. Mathematics:

Mathematics contributes to the development of the whole person by enriching one's life and providing practical tools for daily living. Every student needs an understanding and knowledge of the basics of mathematics, which plays a role in the pursuit of other academic career subjects. At The Franciscan School, teachers help students develop their ability to reason and to think critically and logically. Further, the teachers help students to discover creative ways of solving problems, including the use of manipulative and technological tools such as computers and calculators.

In addition to following the strands established in the Diocesan and the North Carolina State guidelines, the math program is dedicated to helping all students become engaged, reflective learners and confident problem solvers. Students develop higher order thinking skills, fundamental math skills, the ability to become fluent in math vocabulary, and the skills necessary to focus on processes and patterns.

Each grade level provides enrichment opportunities, instructional strategies that are explicit and systematic, practical applications, hands-on experiences, integrated activities, and differentiated instruction to address specific needs such as children who are considered at risk or gifted/talented. The teachers provide time for whole group instruction, small groups, and even individual instruction when needed.

Beginning in the sixth grade, students are leveled according to mathematical ability and the potential to succeed in mastering abstract concepts. Students with superior ability in math are placed into Algebra as early as seventh grade. All eighth grade students take either Algebra or Geometry. The students are routinely placed in advanced mathematics courses when entering high school.

The Franciscan School also provides educational support services for students with a diagnosed learning disability in math. There are two educational support specialists on staff who work in conjunction with the Educational Team to identify students performing below grade level and, subsequently, develop an individual plan to assist these students. The support specialists also provide guidance for classroom teachers and collaborate with them to implement “best practice” methods for the entire class. This can include such things as the use of special graph paper, alternative methods of assessment, reformatting tests (especially timed facts tests), organizational skills, and pertinent vocabulary for solving word problems.

4. Additional Curriculum Area:

Religion/Social Studies: Consistent with the school’s philosophy of reaching out to others, the school offers a unique social justice curriculum to students in Kindergarten through Eighth Grade. While most of the lessons are taught in the Religion classes, other lessons are taught as part of the Social Studies curriculum. The curriculum is based upon the seven principles of Catholic Social Teaching - Human Dignity, Dignity of Work, Family/Community Participation and the Common Good, Solidarity, Option for the Poor, Human Rights, and Care for Creation. The principles are taught from October through April each school year. In June, the entire school participates in the culminating activity for the curriculum, the Social Justice Fair.

For each principle, an age-appropriate lesson has been developed by the teachers. The teachers collaborate together on creating and presenting the lesson. The lesson and activities are also shared with the parents to encourage their own understanding of social justice. To reinforce each principle, students participate in an experiential activity. For example, the third grade students learned about human dignity in their classroom. They read Bible stories about how to treat each other with kindness and came up with some examples in their own lives. To extend this concept, the students wrote letters to the sick in our community and drew pictures for them. In addition, the students have made friends with women who live in a group home for disabilities on the parish campus. The students play games and make crafts with them. This activity helps the students put aside their fears about people who are a little different than them.

The culminating activity for all students is the Social Justice Fair. Coordinated by the fifth grade teachers and students, the fair provides a variety of activities and speakers for students to learn more about each of the seven principles of social justice. This past year, the school worked in conjunction with Stop Hunger Now to bag over 9,800 lunches for children in Kenya as part of the Social Justice Fair. In addition, students learned about how to compost their trash, met a student living with autism, and viewed skits about the dignity of workers.

The social justice curriculum is the best example at The Franciscan School of how the students have the opportunity to learn through the lens of faith and to support the mission of the school of living and loving as Jesus.

5. Instructional Methods:

Over the last five years, the school has made the commitment to differentiate instruction and assessment. In 2008, faculty members were trained in differentiated instruction. In addition, select teacher-leaders were identified to help mentor other teachers in the specifics of differentiation. As a result of that training, the teachers have differentiated instruction in a number of ways. While instructional centers are often used in early elementary grades, eighth grade teachers began using centers in mathematics. Students would learn the same concept in large group instruction but then had the opportunity to apply that knowledge in different ways at each learning center.

In addition, the school has employed Instructional Teaching Assistants in Grades K-5 to provide opportunities for small group or one-on-one instruction. This has been particularly effective in areas of reading. Students in Kindergarten and first grade can be grouped and re-grouped according to reading levels. With the assistance of the Instructional Teaching Assistant, students can be helped in smaller groups.

Experiential learning is also important at The Franciscan School. In addition to traditional instructional methods, teachers employ experiential methods including guest speakers, field trips, and inquiry activities. Throughout the social justice curriculum at the school, students have the opportunity to experience various aspects of social justice. Each month is dedicated to a specific principle of social justice as taught by the Catholic Church. Each grade level learns about that principle in class and participates in several activities related to that theme. For example, the theme for November was the Dignity of the Human Person. As part of the lesson, students in sixth grade collected food, bottled water, and clothing for a local homeless shelter. Students, teachers, and parents then went to the shelter to help distribute the supplies. As a follow up, students completed reflection papers on the experience at the shelter and what they can do to help improve the lives of others in the future.

For students who are at-risk, there are a variety of ways in which instruction is modified to support students. In some cases, the educational resource specialist provides instruction either one-on-one or in small groups three days a week in reading and/or math. In addition, the resource specialist may co-teach a lesson with the classroom teacher. Further, the resource specialist in consultation with the classroom teacher will chunk lessons, modify assignments, and restructure tests to meet the needs of students.

6. Professional Development:

To ensure excellence in teaching, The Franciscan School has committed significant resources towards professional development. Professional Development is recognized as one part of the commitment to continuous improvement of teaching practices to empower teachers to take responsibility and direct their professional growth. Based on results of a self-assessment, a teacher determines professional goals and strategies for improvement, identifies appropriate professional development opportunities, and documents evidence of completion of goals. This framework for professional development is taken from the work of Charlotte Danielson's *Framework for Effective Teaching* and has been adopted by all Catholic schools in the Diocese of Raleigh. Each year, teachers develop annual growth plans that are directly related to improving student performance. From these plans, the teacher consults with one of the Assistant Principals to seek out professional development.

Teachers also attend state and national workshops to learn about new teaching methods to improve student performance. In 2008, all teachers attended workshops to learn about differentiated instruction and how to implement it in the classroom. In 2009, all teachers attended workshops to learn about how to meet the needs of diverse learners in the classroom. This year, teachers have attended workshops on effective classroom management strategies, how the school improvement process can improve student

performance, and how to better incorporate technology into the classroom. With the recent purchase of Smart Boards for the school, a group of teachers have been trained in Smart Board use and have in turn, served as trainers for other faculty members. As a result, teachers are sharing lesson ideas and providing technical support for one another in utilizing the boards. This collaboration has resulted in increases in student performance in the classroom.

In addition, all faculty and staff engage in professional development to further the mission of the school. Each year, the school and parish staffs participate in a workshop to learn about the Franciscan tradition and how to model that in their work life. This year, the teachers worked in small groups to develop lesson plans that incorporate Franciscan tradition.

7. School Leadership:

The leadership philosophy of the school is built upon the principle of collaboration. The greater the collaboration, the greater is the growth of the mission. Collaboration at The Franciscan School takes many forms. Because the pastor has delegated authority to the principal for the day-to-day operations of the school, collaboration between the pastor and principal must be strong to support the mission of the school. As a result, the principal is a member of the pastor's leadership team and attends all parish staff meetings. In turn, the principal has cultivated collaboration among her own administrative team.

The school administrative team consists of the principal, the assistant principal for grades K-4, the assistant principal for grades 5-8, the school counselor, and the director of mission. These administrators work together to support the students, parents, teachers, and staff of The Franciscan School. Each member of the administrative team is responsible for not only their own area of supervision but also share in responsibility of oversight of the major school events. This sense of collaboration is felt within the faculty community as well.

Concerning policies and procedures in the school, the school leadership encourages feedback and input from all faculty and staff members. Policies and procedures are routinely reviewed by faculty committees and provide such feedback and input to the school leadership. For example, it was clear to teachers in 2006 that students needed additional help in reading. As a result, a faculty committee made recommendations to the school leadership to revise the reading curriculum and adopt the Open Court curriculum. The school has seen gains in the area of reading as a result of using this curriculum.

Collaboration between all members of the staff is highly encouraged. To that end, the parish has created the David McBriar Collaborative Ministry Award to be given to the staff member that best exemplifies collaboration. In the three years that the award has been given, two of the recipients are members of the school staff - Mrs. Jennifer Bigelow, Principal and Mrs. Cheryl Stevens, fifth grade teacher. These are just two examples of how collaboration defines the school community.

PART VI - PRIVATE SCHOOL ADDENDUM

11PV207

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

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

<u>\$5897</u>	<u>\$5897</u>	<u>\$5897</u>	<u>\$5897</u>	<u>\$5897</u>	<u>\$5897</u>
K	1st	2nd	3rd	4th	5th
<u>\$5897</u>	<u>\$5897</u>	<u>\$5897</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5735

5. What is the average financial aid per student? \$442

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? 21%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: Fall 2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	76	72	76	81	78
Number of students tested	75	71	78	76	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV207

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Iowa Test of Basic Skills Form C
 Edition/Publication Year: 2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	82	86	85	81
Number of students tested	75	71	78	76	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV207

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: Fall 2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	74	74	78	77	80
Number of students tested	74	78	74	68	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV207

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: Fall 2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	78	80	83	83	88
Number of students tested	74	78	74	68	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV207

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: Fall 2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	74	76	71	79	78
Number of students tested	79	73	82	74	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV207

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: Fall 2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	81	85	80	85	90
Number of students tested	79	73	82	74	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV207

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: Fall 2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	74	74	73	78	75
Number of students tested	81	81	75	77	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV207

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: Fall 2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	74	79	81	86	79
Number of students tested	81	81	75	77	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV207

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: Fall 2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	78	80	75	79	84
Number of students tested	81	69	74	54	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV207

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: Fall 2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	80	86	86	90
Number of students tested	81	69	74	54	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV207

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: Fall 2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	78	80	73	87	82
Number of students tested	73	77	55	54	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV207

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: Fall 2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	85	83	89	88
Number of students tested	73	77	55	54	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV207