

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mrs. Lucy Reilley

Official School Name: Our Lady of Lourdes School

School Mailing Address: 8250 Woodman Road
Richmond, VA 23228-3200

County: Henrico State School Code Number:
Telephone: (804) 262-1770 E-mail: lreilley@ollschoolric.com
Fax: (804) 200-6295 Web URL: www.ollschoolric.com

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. Francine Conway Superintendent e-mail:
fconway@richmonddiocese.org

District Name: Diocese of Richmond District Phone: (804) 359-5661

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. Mikael Giese

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

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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

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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: 22

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	9	11	20			6	14	27
K	16	28	44			7	17	25
1	16	18	34			8	9	17
2	22	19	41			9	0	0
3	20	21	41			10	0	0
4	14	20	34			11	0	0
5	18	23	41			12	0	0
Total in Applying School:								364

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
8 % Asian
18 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
61 % White
7 % 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: 3%

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.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1, 2009	384
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

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

Total number of limited English proficient students in the school: 1

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 3%
 Total number of students who qualify: 10

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.

The school sent a survey to all of its parents asking for parent income levels. These levels were compared to the federal poverty guidelines. Incomes that were at or below the federal poverty guidelines were considered eligible.

10. Percent of students receiving special education services: 4%
 Total number of students served: 15

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>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>2</u>
Paraprofessionals	<u>3</u>	<u>7</u>
Support staff	<u>5</u>	<u>4</u>
Total number	<u>34</u>	<u>14</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: 19:1

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	98%	99%	98%	97%	95%
Daily teacher attendance	98%	95%	98%	96%	95%
Teacher turnover rate	6%	10%	0%	0%	0%
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

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Our Lady of Lourdes School is located in the Northwest area of Henrico County in Richmond, Virginia. The school opened in 1963 with grades three and four and was staffed by the Comboni Sisters for the first ten years. In 1964 grades one, two and six were added. Grade eight was added in 1966. Over the past years Our Lady of Lourdes School doubled in size serving two classes of each grade and a Pre-Kindergarten. Gifted with a firm foundation, the school has continued to operate under a dedicated and qualified staff of lay women and men. Our Lady of Lourdes School provides a holistic approach to quality education with Catholic Identity at the heart of its mission. This excellent education nurtures and prepares students to live in the challenging world of the future.

Our Lady of Lourdes School is accredited by the Southern Association of Colleges and Schools and the Council on Accreditation and School Improvement as well as the Virginia Catholic Education Association. All faculty members have Virginia state certification with sixty-two percent having fifteen plus years of experience. Eight faculty members hold a Masters Degree.

Each day the faculty and staff welcome three hundred and sixty-four students from a variety of ethnic, social and economic backgrounds, The mission of Our Lady of Lourdes School is to provide a quality education in an environment where Catholic Identity and Christian values are visible. At the core of Our Lady of Lourdes School is the belief that each faculty and staff member accepts the challenge of answering Jesus' call to teach. This is put into practice by providing students with a quality academic experience within a framework of Christian belief and action. Students are prepared to be academically successful at the next level with a commitment to scholarship and a love of learning. Christian formation emphasizes dignity for self and others, tolerance, social justice and peace, and moral discernment so that this consciousness will help them in making decisions in years to come.

Recent years have seen much growth in the school in numbers, diversity of student population, and curriculum development. Ten classrooms were added to the school in 1999 providing space to meet the growth in enrollment. The school maintains high expectations on all grade levels while recognizing individual differences and learning styles. An advanced curriculum is offered while providing differentiated instruction with flexible ability grouping for all students. The services of a reading specialist, school counselor, and Title I instructor assist students with special needs. Students are encouraged and motivated to share and apply what they have learned. This is accomplished through differentiated instruction, cooperative learning groups, peer tutoring, integrated units of study, and use of media and technology education. Spanish, technology, music, band, art and physical education classes are offered to students in the elementary and middle school. A development director was added to the school staff to assist with marketing the school and seeking the funds required to enhance programs and renew facilities.

The middle school evolved into "A School within a School" serving the unique needs of the middle school student and providing a departmentalized schedule with high school credit opportunities in Algebra I, Geometry, Spanish I and II, and Language Arts Course Four. The middle school curriculum is enhanced through block scheduling which allows for hand-on experiences through math and science labs and integration among the disciplines. Leadership, decision-making, and critical thinking skills are developed through participation in the outreach program, student council, mini-courses, Writer's Workshop, science fair, art show, Math Olympiad, and the Twenty-Four Competition.

Our Lady of Lourdes School fosters communication with its stakeholders through a dedicated Parent/Teacher Organization, School Board, Principal Coffees, weekly newsletters, email blasts, and the semi-annual Development newsletter. The Parent/Teacher Organization encourages parent involvement and contributes to the school through fundraising and community building events.

Our Lady of Lourdes School is a special place where students can meet God while receiving a quality, challenging academic education; where parents are welcome to join in prayer and work; where a stable faculty and staff encourage and support each other as they work together for the common goal of introducing our students to a faith centered life and academic excellence.

1. Assessment Results:

Our Lady of Lourdes School administers the Terra Nova Standardized Test, third edition, to grades one, three, five and seven each spring. The purpose of the test is to identify knowledge and skills that the students have mastered and those they need to attain. This assessment provides norm-referenced information, criterion-referenced scores, and performance levels. The Office of Catholic Education of the Diocese of Richmond forwards a summary report of testing results for all Diocesan Schools. Percentile goals for each curriculum area tested are displayed. The faculty meets to examine test results for trends in their grade levels. Strengths and weaknesses are identified to support curriculum success and assess instructional needs. This data analysis is then used to develop a school-wide learning plan used by teachers in their instructional planning for the year. This plan is submitted to the Office of Catholic Education in Richmond for approval.

Terra Nova test scores for the 2009-2010 school year in the areas of reading and math fall within the guidelines for the top 10%. Results from the 2009-2010 testing year indicated that the students of Our Lady of Lourdes School generally scored at or above the 75th percentile in the area of reading. On an average, 65% of the students tested in the spring of 2010 scored in the top 25% in reading and 61% scored in the top 25% in math. Over the past five years math scores continue to place our students 10% to 38% above the national norm. In the area of reading students placed 16% to 35% above the national norm. These findings indicate that the majority of our students have achieved in the advanced or proficient level in math and reading. It is also noted that scores tend to be consistently higher in reading and language arts than in math.

As a result of our findings the administration and grade level teachers met to discuss ways to develop new strategies to enhance the reading program. In order to meet the needs of the diverse population of the school the faculty decided to implement the Scott-Foresman Reading Program which promotes differentiated instruction in the classroom. Strengthening our math program is a major priority as indicated by the drop in fifth grade math scores this year. Third grade scores gained 12 percentage points last spring. In an effort to continue to raise math scores, and meet the varied individual needs of students, two new math programs were introduced, one for the elementary school and another for the middle school. These series place an emphasis on differentiated instruction, hands-on learning, critical thinking and problem solving skills. Problem solving and critical thinking skills are tested heavily in the Terra Nova Testing Program. The math coordinator has initiated additional math faculty meetings and classrooms observations in order to maintain consistency in instruction on all grade levels with emphasis on grades three through five where scores indicate a need for improvement.

All students who score an 85% or above on the Terra Nova in both math and reading are placed in advanced courses in language arts and math. In addition to the Terra Nova, the Oleans-Hannah is an assessment tool administered each spring to determine student readiness for Algebra I in grades seven and eight. This allows students the opportunity to earn high school credit by taking Algebra I and/or geometry before graduation from middle school. In the eighth grade class 54% of students are taking Algebra I or Geometry for high school credit based on this standard. In the seventh grade 33% of students are taking Algebra I.

Our Lady of Lourdes School uses the Phonological Awareness Literacy Screening (PALS) to assess literacy fundamentals for all Kindergarten and first grade students. This test guides the planning of literacy instruction within the classroom while utilizing the Title I and resource teachers. The PALS results assist with early identification of reading problems and with building a strong readiness foundation for reading success.

The test results for Our Lady of Lourdes School, a diverse learning environment, validate the excellence of its programs. The administration and the faculty are committed to continuous improvement and high academic expectations.

2. Using Assessment Results:

Results from the Terra Nova testing contribute to the data-driven decision making that takes place at Our Lady of Lourdes School. At the beginning of each school year the faculty assembles to review the scores from the previous spring to provide insight for individual and grade level strengths and weaknesses. A specific learning plan is formulated for each grade level tested which provides the basis for flexible group instruction in the classroom.

The Objective Performance Index (OPI), a criterion reference score, is examined for each sub-skill in reading, math, science, and social studies. Gaining proficiency in all areas is an important goal. Data provided by the Terra Nova testing gives a clear picture of students who are advanced or proficient in each of the curriculum areas. Grade level teachers come together in unit meetings to analyze test scores. This process enables teachers to develop methods and strategies for addressing weaknesses and strengths. These are articulated in the school's learning plan for the current year.

The academic program is based on the philosophy that students differ from one another and have different learning styles. Data from each classroom, including tests, quizzes, projects, and other authentic assessments gives further information to provide a complete picture of each student. Using the classroom data, along with standardized scores, provides the means to make informed decisions about curriculum and instructional needs. This curriculum planning and development uses student data to address multiple intelligences and the variety of learning styles in the diverse student population.

Students showing low proficiency on the Terra Nova, or scoring below PAL's benchmark scores, are referred to the Title I program or the resource teacher to strengthen foundational skills. Students in the high proficiency levels are provided with advanced courses and enrichment opportunities. Terra Nova scores are used, in conjunction with classroom performance, to nominate middle school students for the Governor's Summer Program at the Math Science Innovation Center.

Test results assist in evaluating the overall effectiveness of the school and become a valuable marketing and development tool.

3. Communicating Assessment Results:

At the beginning of the school year the faculty of Our Lady of Lourdes School is presented with the previous year's test scores. Faculty members work in units to analyze the results, identify strengths and weaknesses and formulate a school learning plan for the year. This plan is submitted to the Office of Catholic Education and is included in the SACSCASI accreditation document.

Results of the standardized testing are reported to parents in the spring. Class average national percentiles are included in the parent newsletter and inserted into the school information binder in the front hall of the school. Test scores are also a part of the registration packet for interested parents. Individual student test scores are sent home to parents in the spring and parents are encouraged to meet with teachers or Principal for further clarification of testing results.

The principal hosts a presentation explaining the Terra Nova assessment and the school's results at a PTO meeting. Faculty unit meetings are used to address strengths and weaknesses throughout the school year. Parent/ Teacher conferences allow teachers another avenue for discussing classroom assessments as well as standardized testing scores for individual students.

The Teacher Assisting Teacher (TAT) team and resource teachers make use of Terra Nova results when communicating with parents of students with special needs. Scores are also one of the criteria used to determine a student's readiness for advanced classes.

The school communicates through the school weekly newsletter, the bi-annual development newsletter, the Parish bulletin, The Catholic Virginian, the parish and school web sites and the Principal's coffee. It is through these various forms of communication that the school publishes achievements such as the spelling bee champions, honor roll, math Olympiad, Math Field Day, science fair, band, Math 24, First Lego League Robotics participation and other notable achievements.

Eighth grades graduates receive recognition at the graduation ceremony for their many accomplishments. Test scores are used as one criterion for subject area awards, high school scholarships, and Presidential Academic Excellence Awards.

Our Lady of Lourdes School is proud of the achievement of its students. These achievements are the result of the partnership among school, parents and community.

4. Sharing Lessons Learned:

Our Lady of Lourdes School is proud of its successes and finds opportunities to share with other schools. The principal and vice principal attend Diocesan principal's meetings where there is a forum for sharing best practices among schools. The school principal is a member of the Quality Assurance Board for the diocese which allows for sharing information on meeting accreditation standards with schools throughout the Diocese. Faculty members have opportunities to share among themselves and with other schools through in-services provided by our school, as well as regionally, where ideas for lesson planning, integrated units of study, differentiated instruction, behavior modification, and meeting individual needs of students are discussed in small grade level groups. Our facility is made available each year for Title I personnel to hold workshops for teachers in the Title I schools. At these workshops our teachers share ideas and strategies with teachers from other schools.

Several teachers serve on the Diocesan Curriculum Councils for mathematics, art, physical education and health, technology, foreign language and language arts. Others have participated on visiting teams for SACSCASI accreditation. The Pastor/Principal Institute, held by the Consortium for Catholic Education and attended by the Principal was an opportunity to exchange ideas and successes with colleagues from other Dioceses.

Students share their successes with other schools by competing in "the 24 competition", Math Olympiad, spelling bee, Math Field Day, and Robotics competitions.

In order to promote enrollment, students from other schools are invited to shadow at Our Lady of Lourdes School and participate in the school day. The principal and admissions director are always available to offer tours of the school to interested parents. In the fall parents of sixth grade students are invited to attend an orientation to our middle school concept – "A School within the School". An annual open house allows us to share information about the school with prospective parents.

Our Lady of Lourdes School continues to enjoy an excellent reputation within the Parish, community and outlying areas.

1. Curriculum:

Our Lady of Lourdes School follows the Diocesan Consensus Curriculum which provides a framework in all subject areas. The curriculum addresses the needs of individual students, building fundamental skills and fostering higher level thinking abilities. Instruction throughout the school is engaging, diversified, and integrated, providing a challenging and rigorous academic environment. The primary focus of both instruction and assessment is the recognition of diverse learning styles and abilities where differentiated instruction is an important educational tool. The curriculum prepares students for present and future academic success.

The **Religion** curriculum seeks to assist students in developing a personal relationship with God through prayer and worship, study of Sacred Scripture, and outreach service rooted in the richness of the Catholic tradition. Instruction consists of seven major themes: church, creed, Jesus Christ, prayer and worship, revelation, salvation history and sacraments. During the academic year each grade level is responsible for preparing a liturgical celebration and prayer service where the students take on leadership roles.

The **Language Arts** curriculum is integrated across the entire school curriculum. The formal curriculum on each grade level challenges students to become proficient in grammar and usage, vocabulary, critical thinking, public speaking and writing.

The **Mathematics** curriculum develops thinking and reasoning skills on all grade levels. The curriculum strands include, computation, number operations, measurement systems, estimation, mental math, geometry, data analysis, probability and Algebra following the National Teachers Council of Mathematics standards.

The **Science** curriculum emphasizes research and discovery experiences through hands-on exploration of scientific concepts. The scientific building blocks of inquiry, laboratory investigation, classification, questioning, forming hypothesis, analyzing results and drawing conclusions develop scientific skills. An annual science fair showcases experiments that utilize these principles and practices. Professionals from local universities are invited into classrooms in order to enrich the curriculum.

The **Social Studies** curriculum develops the students' historical, ethical, cultural, geographic, economic and socio-political literacy, using the framework of the national standards. The students learn to identify and appreciate national and global heritage, while recognizing civic values, rights, and responsibilities. Periodicals supplement the text and enhance geography and map skills while integrating history with the customs and traditions of people worldwide. A multi-cultural school wide event highlights the diversity of the school population and the world.

The **Foreign Language** (Spanish) instruction is a part of the curriculum from grades four through eight. The introductory levels focus on an introduction to basic conversational Spanish and the cultural heritage. As students' progress, grammar, vocabulary, literature, culture, oral presentations and writing are emphasized. Our Lady of Lourdes School is in compliance with the program's foreign language requirements. One hundred percent of seventh grade students are enrolled in Spanish I and one hundred percent of eighth grade students leave the school with a high school credit in either Spanish I or Spanish II. Primary grades are introduced to Spanish in exploratory classes.

The **Art** curriculum in Pre-Kindergarten through grade eight is dynamic, creative and innovative. Students demonstrate and understand what makes different art media, techniques, and processes effective or ineffective in communicating various ideas. The art room features a kiln and varied materials that challenge our young artists to express themselves through clay, paint, pastels, and fabric art. Art is

integrated across the curriculum as teachers collaborate to provide cross curricular units of study which have been made possible through grant awards. An annual art show provides students with an opportunity to showcase their art.

The **Music** curriculum includes aesthetic perceptions in the appreciation of the elements of music. Students Pre-kindergarten through grade eight are introduced to music concepts through singing, playing instruments, movement and listening. A sense of rhythm, pitch and form is developed as students' progress through the curriculum. Students are taught to read a music score, create their own music and creatively express themselves through music. A band program was recently introduced as a part of the curriculum. A school choir, accompanied by a hand bell and chime choir, leads in worship and performances within the community.

The **Physical Education and Health** program assesses the fitness and ability levels of each student. Students explore health and fitness by studying topics related to personal, social, mental, and physical health. The President's Physical Fitness Test is administered twice each year. The physical education program for the middle school concentrates on increasing fitness levels in the major areas of strength, speed, stamina, and skill.

The **Computer/Technology** curriculum provides the students with the skills needed to live in an information-rich society. The school lab is equipped with twenty-four workstations where students receive formal instruction and keyboarding skills. Technology is integrated across the curriculum. The school has internet access so that stationary classroom computers and laptops can be used on a daily basis. All students are provided with information on the social and ethical issues of technology use that will enable them to become lifelong learners and responsible citizens of the digital age.

2. Reading/English:

The integrated language arts program at Our Lady of Lourdes School is designed to meet the needs of a diverse population. The program incorporates developmental instruction to help students build reading strategies and skills. Differentiated instruction drives the reading program to promote life-long readers, while addressing individual needs. Flexible groupings within the classroom, and advanced courses, motivate and enrich students and provide remediation. Across the curriculum an emphasis is placed on reading strategies, critical thinking skills, vocabulary development, reading comprehension, and writing. The library contains a collection of over eleven thousand volumes providing a variety of resources and supporting the instructional reading needs of the school. Guest authors and trade books, and Accelerated Reader enrich and extend the curriculum for all students.

Students reading below grade level are identified through classroom assessments, standardized testing, Dial 3 screening for Kindergarten students, and the PALs testing for Kindergarten and grade one students. Title I classes and the services of two in-house resource teachers assist students to develop necessary skills. Students who experience more severe reading issues are referred to outside sources for educational testing. The results of the testing enable classroom and resource teachers to more fully meet the needs of these students. The Scott Foresman Reading series was introduced to grades Pre-Kindergarten through five in order to facilitate more differentiated classroom instruction. Reading instruction addresses the varied learning styles of the students. An emphasis is placed on phonological awareness, phonics, vocabulary development, reading comprehension.

The middle school curriculum is literature based with an emphasis on writing. Students explore a variety of genres, stimulating discussion, and creative writing exercises. Students are taught to write a research paper throughout their middle school years. The faculty ensures that students gain meaningful insights and make connections to real-life learning. Teaching strategies include whole group instruction, flexible grouping, cooperative learning and peer tutoring. IEP accommodations are followed for all students with learning disabilities.

Technology is integrated into the language arts program through a variety of media such as: textbook web pages, United Streaming, and web quests. Research projects are coordinated with the technology instructor for internet research.

Reading progress is assessed in a variety of ways including: teacher observation and judgment, student portfolios, textbook assessments, teacher made tests and quizzes, projects, group work, and the Terra Nova Standardized test.

3. Mathematics:

The mathematics program at Our Lady of Lourdes School is a vital part of the holistic approach to education. Two new math series, one for the elementary grades and one for the middle school, have been adopted in order to meet the needs of the students' diverse learning styles. By following the diocesan Consensus Curriculum and striving to meet the standards of the National Council of Teachers of Mathematics, teachers integrate concepts and emphasize the understanding of mathematical concepts as opposed to the memorization of facts. A challenging and supportive classroom environment is provided which encourages students to think mathematically, solve problems, question, discuss ideas and strategies, and form conjectures. Mathematical connections to real-world applications are used to motivate students to think critically and to solve open ended problems. On all grade levels students learn mathematics through hands-on learning, discovery labs, projects, games and cooperative learning. Technology is integrated through the use of United Streaming, software programs, scientific and graphing calculators, and textbook on-line web pages. The school also participates in the Mathematical Olympiad in grades five through seven, and competes in the local "24 Game Tournament:" as a way of challenging the mind.

In the primary grades students are placed in flexible groupings according to ability starting in grade two. There are many opportunities for small groups to gather for remediation, enrichment, and the development of critical thinking and problem solving strategies using manipulatives. Students with special needs also receive the services of the Title 1 instructor and the resource teachers.

In the middle school, block scheduling provides an atmosphere which allows for the use of manipulative-based activities, labs, cooperative learning, technology, thematic interdisciplinary instruction, and student centered classes. Students are grouped according to ability based on the results of assessments given at the end of each year and may move from one level to another as warranted by academic progress. Students have an opportunity to advance to Algebra I and/or Geometry for high school credit before the completion of middle school. To enhance mathematical reasoning abilities classroom instruction includes time for reflection and analysis, time to present strategies, and provide informal proofs; preparing students for the more formalized, conceptual thing for future work in mathematics.

Our Lady of Lourdes School is confident that the use of the new textbook series and the implementation of the school's learning plan for mathematics will lead to significant improvement in student learning.

4. Additional Curriculum Area:

The Catholic school is charged with the mission to respect and explore God's creation. The science curriculum at Our Lady of Lourdes School challenges students to use scientific methods, independent thinking, experimentation and scientific investigation. In 1999 two science labs were added to the school to strengthen the science curriculum and facilitate hands-on learning. Beginning in the Pre-Kindergarten students learn how to make simple predictions and conduct experiments to find results. As students' progress the focus is on conducting investigations in which properties of objects are identified through observation and classification. By combining meteorology with technology, the "WeatherBug Achieve" program energizes the classroom experience for teachers and students in science, math and geography. Third grade students are provided with hands-on experiences in the study of plants through an interactive fieldtrip to the Lewis Ginter Botanical Gardens. The curriculum is enhanced by fieldtrips to The Science

Museum of Virginia. Professors from local universities provide enrichment in the study of geology for the fifth grade.

The science coordinator enables teachers to make the best use of hands-on science experiments encouraging students to experience science as it relates to life. Scientific instruments are shared across grade levels, and technology devices merge with scientific equipment. Two Lego Robotics teams compete annually in local and state competitions. Microscopes, purchased through a grant, enable students to conduct scientific investigation.

At the middle school level emphasis is placed on the skills needed to actively conduct experiments, analyze and communicate information using the language of science. Students participate in a hands-on genetic lab which demonstrates how inherited traits are passed on from the parent to the offspring. Students study how technological advances and limitations affect communities. The Biome Precipitation Lab allows students to observe the effect the amount of rainfall might have on the types of species that live in specific biomes. Students learn how to find and calculate gravitational force with the use of spring and digital scales. An annual interactive fieldtrip to the Virginia Air and Space Center allows students to use their senses to experience some of the most important scientific marvels of history.

An annual middle school science fair stimulates imagination and assists students in acquiring a variety of skills. The science program at Our Lady of Lourdes enables students to appreciate the scientific wonder of the world around them and realize the importance of respecting and caring for all of God's creation.

5. Instructional Methods:

The core belief of the faculty of Our Lady of Lourdes School is to accept the challenge of meeting the individual needs of the diverse student population. Teachers employ a variety of instructional methods to target various learning modalities and improve student achievement. The curriculum is presented through whole group, small group, and individual instruction, incorporating strategies that address the visual, auditory, and kinesthetic learner. Differentiated instruction is used to maximize each student's growth and individual success by meeting each student at his or her level of development. Student-centered classrooms and hands-on learning are facilitated through the use of manipulatives, science and mathematical labs, field trips, peer tutoring, cooperative learning, questioning techniques, guided practice, audio/visual materials, integration of technology and role playing. Students are challenged to think critically and to solve problems with multiple solutions. Each subject area offers opportunities for the students to analyze data, explore solutions, predict outcomes, draw conclusions, organize information, and use logical reasoning.

The Diocesan "Teachers Assisting Teachers" Program (TAT) is an active component of managing the learning development of each child. Students may be referred to the TAT team for assistance in providing learning strategies and behavior interventions in the classroom. All teachers carefully follow accommodations resulting from an Individualized Education Program (IEP) for students with learning disabilities. These accommodations may include: priority seating, oral testing, shortened assignments, and untimed testing. Other remedial and enrichment opportunities are provided in the classroom for students through flexible grouping, individualized programs, textbook web pages, and the Accelerated Reader. Students in the middle school are challenged beyond the eighth grade curriculum through advanced classes.

The weekly faculty and unit meetings enable an on-going dialogue and the sharing of successful activities and techniques. Following the school's annual learning plan, teachers strive to develop lessons that are engaging and motivating in order to meet the diverse needs of the students in the classroom. Teacher and student guided instruction is enhanced by the use of technology and multimedia applications which combine video, sound, text, animation, and graphics addressing varied learning styles. The internet provides extensive research and communication opportunities and facilitates the integration of curriculum.

Our Lady of Lourdes Schools' on-going goal to encourage the love of learning and to motivate students to reach their maximum potential brings with it the challenge of continuing to explore new and creative instructional methods.

6. Professional Development:

The faculty of Our Lady of Lourdes School is expected and encouraged to remain current in their field of education and to pursue professional development throughout the year in order to meet the needs of individuals and the student body as a whole. Each year workshops presented by Title I are held at the school. Topics have focused on student writing and comprehension skills. A workshop on the 6+1 Traits of Writing was presented to all elementary and middle school teachers and implemented across the curriculum. Teachers were given clear examples and strategies for meeting the learning styles in a heterogeneous classroom.

The professional development provided by the administration of the school has been "concept centered" over the past years. Professors from Virginia Commonwealth University and James Madison University were invited to address the faculty. Dr. Joseph Boyle presented "Strategies to Meet the Needs of a Diverse Learning Group" and Dr. DiAnne Garner discussed the different learning styles of students and gave examples of how teachers can teach to these styles. Teachers actively participated in group activities emphasizing the various modalities in which people learn; visual, kinesthetic, and auditory.

Teachers of mathematics attend the annual mathematics conference held at the College of William and Mary. One mathematics teacher participates yearly in the annual Math Field Day held at the University of Richmond and sponsored by the Greater Richmond Council of Teachers of Mathematics (GRCTM). The students and teacher who participate in this activity share the content of the field day with the middle school students. Two middle school science teachers attended a science conference and the technology instructor is registered for the International Society for Technology in Education Conference in December. Principal and Vice Principal have attended a conference on Curriculum Mapping. Several elementary teachers are presently engaged in a reading course offered for credit by Title I. These teachers are excited about the content and have already put much of what they have learned into practice in the classroom.

Our librarian participates in out of state workshops each year in the content area of History. She brings back articles, artifacts, and other instructional materials that she shares with the students. The fifth grade teacher is a member of the Museum of Fine Arts and participates regularly in the programs offered. She incorporates much of what she learns into her fifth grade curriculum.

The Diocese of Richmond sponsors teacher conferences where noted guest speakers facilitate sessions on a variety of educational topics. Over the past few years we have been presented with sessions on differentiated instruction, educational environments, ethics, technology and communication skills. The school shows its commitment to professional development by having faculty members on the curriculum committees for the Diocese. This participation enables teachers to remain current in curriculum development.

Faculty and staff are given opportunities to share areas of professional development addressed at workshops and in-services. Faculty participation in these professional development opportunities is a sign of dedication to academic excellence.

7. School Leadership:

The leadership of Our Lady of Lourdes School includes the Pastor of Our Lady of Lourdes Parish, the administrative team (comprised of Principal, Vice Principal and lower school teacher), and the school board. The leadership is committed to the philosophy and mission of the school: to develop the spiritual, academic, and pastoral needs of each child. The leadership recognizes that each student is of equal value

and is committed to providing a caring and happy environment where students can be stimulated and encouraged to achieve the highest possible standards

The primary role of the Catholic school Principal is to preserve the Catholic Identity of the school while maintaining the highest possible academic standards. The Principal of Our Lady of Lourdes School brings to the school many years of experience within the Catholic School system and is ultimately responsible for ensuring that all Diocesan policies and state regulations are followed. The Principal provides direction through formal/informal classroom observations, performance appraisals, and the allocation of resources to enable students to achieve academic success. The Principal is an active member of the Diocesan School Board, the Quality Assurance Board, The Virginia Catholic Education Association Board and the Diocesan Hispanic Initiative.

Collaboration and responsibility for school improvement is shared among faculty, staff, and stakeholders. The school is divided into four units whose major role is to develop the learning plan for the school, evaluate student progress, share best practices, and plan for integrated instruction. The unit leader is responsible for leading the meetings and recording the minutes. Faculty members serve as subject coordinators for the school and on Diocesan Curriculum Councils. Textbook selection committees are convened whenever textbooks are reviewed for selection.

The school board, advisory to the Principal, reviews policies, procedures, and organizational conditions and formulates strategic plans to address issues in order to sustain academic excellence. The school's budget is developed by the finance committee and reviewed by the board ensuring that resources are available and allocated to implement the curriculum. Parent input and involvement are valued and evident. Communication is open and enhanced by Coffee With the Principal, an open door policy, weekly newsletters, email and email blasts, and the school web site.

The leader of Our Lady of Lourdes School is an advocate for the school's vision and mission by focusing on its Catholic Identity and leading its students to academic excellence.

PART VI - PRIVATE SCHOOL ADDENDUM

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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>\$4800</u>	<u>\$4800</u>	<u>\$4800</u>	<u>\$4800</u>	<u>\$4800</u>	<u>\$4800</u>
K	1st	2nd	3rd	4th	5th
<u>\$4800</u>	<u>\$4800</u>	<u>\$4800</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) \$5907

5. What is the average financial aid per student? \$1263

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%

Bottom of Form

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996/3rd Edition 2008

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	88	77	84	65	79
Number of students tested	40	38	46	49	45
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: The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 1

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996/ 3rd edition 2008

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	84	75	78	72	82
Number of students tested	40	38	46	49	45
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: The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996/3rd Edition 2008

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	72	60	72	76	68
Number of students tested	35	45	42	38	40
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: The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996 / 3rd Edition 2008

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	75	66	81	82	75
Number of students tested	35	45	42	38	40
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: The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996/3rd
Edition 2008

Publisher: CTB
McGraw-Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	69	76	71	76	70
Number of students tested	42	36	38	43	45
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: The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996 / 3rd edition 2008

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	81	77	85	77	82
Number of students tested	42	36	38	43	45
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: The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996 /3rd Edition 2008

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	80	80	79	85	84
Number of students tested	27	40	39	30	34
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: The Diocese changed from 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996/3rd Edition 2008

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Average Score	82	78	74	80	82
Number of students tested	27	40	39	30	34
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					
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