

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12

Name of Principal **Sister Rosemaron Rynn, IHM**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Little Flower School**
(As it should appear in the official records)

School Mailing Address **5601 Massachusetts Avenue**
(If address is P.O. Box, also include street address.)

Bethesda, Maryland 20816-1930
City State Zip Code+4 (9 digits total)

County **Montgomery** State School Code Number* **N/A**

Telephone **(301)-320-3273** Fax **(301)-320-2867**

Web site/URL **www.littleflowerschool.org** E-mail **lfbeth@erols.com**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* **Dr. Patricia Weitzel O'Neill**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Archdiocese of Washington** Tel. **(301)-853-4518**

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson **Mr. Neil Alt**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
- N/A TOTAL

2. District per Pupil Expenditure: N/A
 Average State per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

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

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 13 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	11	10	21	7	9	16	25
K	11	20	31	8	14	11	25
1	14	18	32	9			
2	13	16	29	10			
3	9	20	29	11			
4	17	12	29	12			
5	8	16	24	Other			
6	8	13	21				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							266

6. Racial/ethnic composition of the school:
- | | |
|-------|--------------------------------------|
| _____ | 0 % American Indian or Alaska Native |
| _____ | 2 % Asian or Pacific Islander |
| _____ | 0 % Black or African American |
| _____ | 17 % Hispanic or Latino |
| _____ | 81 % White |
| | 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 0.7 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	258
(5)	Total transferred students in row (3) divided by total students in row (4)	.007
(6)	Amount in row (5) multiplied by 100	.7

8. Limited English Proficient students in the school: 2%
4 Total Number Limited English Proficient
 Number of languages represented: 4
 Specify languages: Spanish, German, Portuguese, and French

9. Students eligible for free/reduced-priced meals: 2%

Total number students who qualify: 6

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %
 $\frac{22 + 10^*}{\text{Total Number of Students Served}}$

*Ten students receive services but have not been formally identified at this time.

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 16 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 3 </u> Speech or Language Impairment
<u> 1 </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> 2 </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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> 13 </u>	<u> </u>
Special resource teachers/specialists	<u> 2 </u>	<u> 6 </u>
Paraprofessionals	<u> 5 </u>	<u> </u>
Support staff	<u> 2 </u>	<u> </u>
Total number	<u> 23 </u>	<u> 7 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1
 * (The FTE of classroom teachers is 13)

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97%	97%	96%	96%	97%
Daily teacher attendance	99%	99%	99%	99%	98%
Teacher turnover rate	5%	18%*	5%	9%	9%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

* In June of 2005, two teachers' husbands were transferred out of state, one teacher stayed home with a new baby and one teacher accepted a position in a private school.

PART III – SUMMARY

Little Flower School proclaims the Good News of Jesus Christ and teaches children to embrace the values of the Catholic Faith Community. The faculty strives to develop in its students a strong sense of self-worth and a genuine concern for others. Children are taught to value themselves and all people as a reflection of God's love.

Building from a tradition of excellence established in 1953, Little Flower offers a flexible curriculum that addresses each child's spiritual, academic, social, and physical development. The professional staff, together with dedicated parents, strives to give children the highest quality education.

From Pre-Kindergarten to the eighth grade, Little Flower instills a sense of community, spiritual growth and academic excellence. Students are fully prepared for any of the wide variety of Catholic, private and public secondary schools they may choose to attend.

Little Flower, a coeducational parish school, has the untiring support of its pastor and is staffed by dedicated lay teachers and six Sisters, Servants of the Immaculate Heart of Mary, whose motherhouse is in Scranton, Pennsylvania. The school is accredited by the Middle States Commission on Elementary Schools.

Ninety-seven percent of the students currently enrolled in Little Flower are Catholics (ninety-four percent are parishioners) but students of all faiths are welcome to attend. The ethnic population of the school is a microcosm of the parish and local community and boasts of a strong Hispanic presence. The faculty prides itself on the academic accomplishments of its students and every effort is made to provide them with an excellent education that will prepare them for their life both in the community and the Church.

Student abilities are varied and every effort is made to reach each child and support his/her educational journey. The goal is to make certain that all students are challenged and that they are successful in their daily efforts to reach their potential. Leadership skills are developed through an active Student Council Government.

Little Flower is part of the school system of the Archdiocese of Washington, and its programs are developed in conjunction with the Archdiocese and the State of Maryland. The school makes every effort to foster each child's spiritual, academic, social, and physical development. Besides the offerings during the school day for each of these areas, Little Flower offers after-school programs for the students. These special programs include: *Art, Band, Drama, Field Hockey Clinics, Golf, Lacrosse Clinics, Irish Dance, Safe Sitters Babysitting Program, Speech, Study Skills and Physical Fitness*. The school children have the opportunity to participate in the *Children's Choir* and the parish *Altar Server Program*. Little Flower's *Catholic Youth Organization (CYO)* provides additional athletic opportunities for the children by fielding teams for soccer, basketball and softball.

The School Advisory Board and the Home School Association actively support the school and its programs. Ninety-one percent of the parents participate in one or more of the Parent Volunteer Programs. Little Flower has a tremendous school community. Following the example of the pastor, they encourage, support and affirm the school's efforts to provide a well rounded education for all of the children.

Over the past five years, the parents have spearheaded major projects to convert part of the school parking lot to a beautiful green field that serves as an outdoor classroom for the Physical Education Program and a playing field for the many sports programs sponsored by the parish. They have transformed the gym by providing new flooring, air conditioned the classrooms, supported the library and provided for classroom materials and equipment that benefit the entire school and its many programs. They researched, financed and implemented the *Meet the Masters Art Enrichment Program*, to introduce the students to the great works of the Masters in the art world. They sponsor all of the school's cultural arts programs that enrich the curriculum of the school.

It is in keeping with its mission statement that Little Flower makes every effort to offer an excellent academic program in a gospel oriented environment that is enhanced and enlivened by the Arts. Reading and math are strong curriculum offerings; music and art, integral parts of the program, are valued and appreciated and contribute greatly to the education of the whole child.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In keeping with the policy of the Archdiocese of Washington, Little Flower administers McGraw Hill's *Terra Nova 2nd Edition* standardized test in the spring to all of the students in grades 2-8. Test results are measured against both a "national norm" and students of the same age and grade level across the nation. Little Flower scores are presented as percentiles. Percentiles compare scores to those of other students/classes who take the test. For example, if the national percentile is 67, then this child/class performed better than 67 percent of the national group of students/classes in the same grade level who took this test at the same time of the school year.

In the *Terra Nova*, Reading/Language Arts, Mathematics, Science and Social Studies are assessed. In addition, students also take the *InView* aptitude test, a cognitive abilities test that assesses a student's aptitude in verbal, non-verbal and quantitative reasoning skills. Both the *Terra Nova* and *InView* tests are good indicators of academic achievement and provide the school with valuable information that helps the faculty to consistently evaluate student performance, curriculum and instructional strategies.

The reading section of the *Terra Nova* measures a variety of objectives: comprehension, basic understanding, analyzing text, inference, evaluating and extending meaning and identifying specific reading strategies.

The math section of the *Terra Nova* measures a substantial number of skills, including number and number relations, computation and numerical estimation, operation concepts, measurement, geometry and spatial sense, data analysis, statistics and probability, patterns, functions, algebra, problem solving and reasoning.

Over the past four years, 2004 – 2007, the eighth grade scores have consistently exceeded those set by the testing publishers to define the top ten percent of schools in reading and math. Likewise the seventh grade merited this distinction for all five school years, 2003 – 2007. In the testing program administered in school year 2006 – 2007, each of the second through eighth grade classes placed in the top ten percent of schools across the nation in both reading and math.

In studying the school's test scores over these past five years it is notable that where scores did not meet this special rubric, concerted effort on the part of the faculty to review teaching materials and enhance instruction brought forth significant results in improved performance the following year. In 2006, the sixth grade missed the determining score in mathematics for schools in the top ten percent by five points. In 2007, it exceeded the score by seven and a half points. Teachers implemented daily classroom exercises to strengthen computational skills and worked on developing proofing skills to master the challenges in math. Their efforts proved successful. This also supports the fact that the longer students remain at Little Flower the better they perform relative to national averages.

While Little Flower is proud of student test results, standardized testing is only one component of a school's assessment program. Multiple types of testing are required to adequately evaluate student achievement. These fine test results do indicate that students are exposed to a very solid curriculum and that the faculty is ever-faithful in consistently pursuing ways and means to improve instructional methods. Students work hard to meet the expectations of a challenging curriculum, teachers are skilled and dedicated professionals and parents are invested in their children's education and most supportive of the school's programs.

Information on the Terra Nova Test can be viewed at www.ctb.com.

2. Using Assessment Results:

Assessments, formal and informal, provide the faculty and staff with valuable information that directs teaching strategies and focuses on the strengths and weaknesses evident in student performance.

In the spring, individual test scores are analyzed by the faculty and compared to each child's daily performance and ability. If there are significant differences between the two, teachers search for probable causes. Test-taking strategies are explored, and individual recommendations are made.

Classroom teachers examine scores in light of their instruction. Standardized test results provide significant data that confirms the curriculum/instruction or dictates need for change. If students do poorly in certain areas, the curriculum is examined to see whether or not proper emphasis is being placed on important skills. All class scores are charted so that the faculty can readily see how their class scored in relationship to performance in previous years and how the school performed as a whole.

At meetings prior to the opening of school, teachers study the reports for their new classes and discuss results with teachers of the previous year. Class scores are charted for all curricular areas and provide a vivid visual of strengths and weaknesses.

Scores in computation and spelling were perceived to be lower than anticipated. The faculty adopted classroom practices strengthening these skills, and improvement was noted. Students were both supported and challenged to take the time to learn what was expected and to exercise greater attention to detail in solving their math problems and using their spelling skills across the curriculum. The realization that students have the capabilities to be challenged more was significantly evident and teachers' expectations for instruction were raised accordingly.

Standardized test scores are used in conjunction with classroom performance and teacher assessments for placement in reading and math classes. Students who perform at the 95th percentile or higher on these tests qualify for the Johns Hopkins University Center of Talented Youth. This school year 57 students were invited to participate.

3. Communicating Assessment Results:

Little Flower's mission is to educate the whole child. In light of this, every opportunity is taken to keep parents aware of the objectives for each grade level and how their child is progressing in all aspects of school life. At the opening of school, parent nights are conducted to share with the parents the goals and expectations for the new school year. Procedures are in place so that student progress is reported on an ongoing basis. Tests are sent home for student corrections, parent review and signature.

Report cards are distributed quarterly, and if warranted, students in grades 4-8 receive mid term reports each quarter, providing ongoing feedback and opportunities for improvement.

Parent Teacher Conferences are scheduled at the end of the first quarter, and additional conferences are scheduled as necessary throughout the year. An *Open Door Policy* is encouraged so that parents, principal and teachers can collaborate in the best interests of the child.

Student accomplishments are highlighted in the school's monthly newsletter and the parish bulletin. Students in grades 4-8 have the opportunity to merit honors for each marking period.

Reports of student scores on the Standardized Testing Program are sent home to parents with letters that contain additional explanations of test results. Parents are encouraged to ask for conferences if they have questions regarding the reporting.

Students entering the Kindergarten Program participate in the Early Prevention of School Failure (EPSF) Screening. Detailed reports of this screening are shared with parents at the November Parent Teacher Conference. In the spring, the Metropolitan Readiness Tests, Sixth Edition is administered to students in the Kindergarten. These results are shared with parents and the first grade teacher studies them in preparation for the students' entrance into this grade in the fall.

Many opportunities are provided for parents to observe the activities and accomplishments of students in all aspects of school life. These include: visiting classes in session at the times of Open House, participating with the children at school liturgies, seeing the fine science projects prepared by students throughout the year, being present for Poetry Readings, Speech Presentations, Field Day Events, and Christmas, Spring and Band Concerts. Curriculum integrated celebrations such as the One Hundredth Day, Pioneer Day, Colonial Day and a full scale student performance of the circus are highlights of the year for students and parents alike.

4. **Sharing Success:**

The faculty of Little Flower School takes great pride in its accomplishments and is always willing to share with each other regarding successes in the classroom. At present the Language Arts teachers are sharing with one another about the implementation of the new reading program and strategies to make it successful in the classroom.

The schools of the Archdiocese meet on Professional Days, and one of the major highlights of these meetings is the teachers' sharing of successful techniques and practices.

The principals of the Archdiocese meet throughout the year, and the focus of their meetings is always the excellence of Catholic schools. Workshops and discussions have centered on *Catholic Identity, Curriculum Mapping, Standards Based Instruction, Classroom Observation, Child Protection Policies, Crisis Planning and Safe Schools, Best Practices* and ways to foster excellent academic learning environments for the children.

The counselor is a member of the Counseling Advisory Network and shares with other counselors in the community. The librarian belongs to the American Library Association and the Catholic Librarians Association where librarians share the good news of their programs and encourage others in their efforts. The Reading Specialist meets regularly with other specialists in the area and they share from their actual experiences and that learned from professional readings and meetings. The Archdiocese sponsors Professional Days for Resource Teachers for the purpose of sharing valuable information and best practices.

Little Flower celebrates its successes with the school and parish communities through a monthly newsletter, the parish bulletin, the school web site and special e-mail bulletins.

The community is well aware of the caliber of Little Flower students. Each of the high schools in the area has publicly stated that the students from Little Flower are very well prepared. A significant number of graduates have merited membership in the Honors Society and have moved on to fine colleges.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Little Flower follows the guidelines and standards of the Archdiocese of Washington and endeavors to meet the academic and developmental needs of all its students.

The **Pre-Kindergarten and Kindergarten Curriculums** promote the spiritual, emotional, aesthetic, intellectual and physical growth of the young child. Activities are age-appropriate, challenging, hands-on and multi-sensory; emphasizing the development of oral language, gross and fine motor skills and social skills. These help children develop concepts, skills and behaviors that lead to success in future school experiences.

The **Language Arts Curriculum** composed of English, Reading, Spelling, and Penmanship integrates these subjects in the teaching of reading, writing, listening, speaking, and study skills. Word recognition, vocabulary, fluency, comprehension, grammar applications and creative writing skills are introduced and expanded at each grade level.

The **Mathematics Curriculum** prepares students to focus on the importance of mathematical concepts in daily living. Critical thinking and reasoning skills are presented in a challenging format. Number sense, computation, measurement, algebraic problem solving, geometry, data analysis and probability are taught at each developmental level. All students graduate having had pre-algebra or algebra and many place into accelerated high school math courses.

The **Science Curriculum** utilizes the scientific method to study the world from its very beginning to predicting possibilities for the future. This is accomplished by studying life forms from the minute to the most complex; and exploring the world from the depths of the ocean to the edge of the universe. The goal is to excite and satisfy the curiosities of all students as they develop scientific literacy and scientific thinking skills.

The **Social Studies Curriculum** provides a logical and sequential presentation of materials. Mastery of geography concepts and the use of library resources are important at all grade levels. Current events are viewed as a vital extension of a study of the past and are discussed to the degree and depth appropriate to the age of the learner. Through the study of other cultures, a knowledge of and appreciation for cultural diversity is presented and encouraged among the students.

The focus of the **Technology Curriculum** is to provide students with essential skills for the utilization of computers and technology across disciplines. The development of computer skills is guided in the context of classroom and real world applications.

The goal of the **Physical Education Curriculum** is to help each child reach his/her physical potential and develop a sense of self-worth, while promoting good sportsmanship, knowledge of rules and the development of a wide variety of sports skills and interests. Students participate in the President's Challenge Physical Fitness Program, Jump Rope for Heart and Hoops for Heart, as well as an on going series of Cooperative Class challenges. Motivating students to become physically fit and maintain optimum health and conditioning throughout the course of their lives is the underlying goal of class activities.

The students learn **Music** through ear training, and participate in rhythmic activities, singing, listening, matching pitches, echoing melodic patterns, stepping, repeating tones, learning scales, and basic music theory. Different periods in musical history are explored. Students have many opportunities to perform, thus developing poise and presentation skills. The faith component of Little Flower is enhanced by the contribution that the Music Program extends to the vibrant school liturgies celebrated by the student body.

The **Art Curriculum** endeavors to provide students with experiences to express themselves creatively. Students are afforded opportunities to work with a variety of media and are supported as they work to develop a personal sense of aesthetic values. The curriculum also focuses on encouraging confidence in one's own creative ability and pride in one's work. *Meet the Masters*, an art appreciation and enrichment program, introduces the students to the works of the world's greatest artists.

The **Foreign Language Curriculum**, consisting of instruction in French and Spanish, is offered to students in first through eighth grade. Emphasis is placed on conversation, grammar, history, geography and culture of French and Spanish speaking countries. The foreign language curriculum meets the requirements of the NCLB-BRS program

2a. Reading:

Reading is taught in an integrated program that incorporates Spelling, Grammar and Writing. Drawing on the latest research into child growth and development, *Reading Street*, Scott Foresman 2008 was selected to be the cornerstone for the K-6 Language Arts program. The seventh and eighth grade Literature Curriculum is based primarily on selected novels such as *Treasure Island*, *The Scarlet Pimpernel*, *The Hobbit*, and *And Then There Were None*, and is supplemented by the anthology *Scott Foresman Literature and Integrated Studies*.

These programs were selected because the faculty believes that the exemplary literature, comprehensive assessment tools, integrated literacy instruction, dynamic teaching materials, a high-level of student appeal and multiple opportunities for differentiated instruction would motivate students to develop and sustain the habits of becoming life-long readers. These programs offer optimal plans for students who read above level, on level and for those who benefit from strategic intervention. All of these plans are implemented by the Language Arts teachers and the Reading Specialist.

The spiraling curriculum moves skills, including on-line research objectives, from one grade level to the next. Students are immersed in age-appropriate literature that balances fiction and non-fiction. At all grade levels, the texts are linked to science and social studies standards. Every unit contains an opportunity to build literacy skills in technology.

Using relevant assessment information, teachers identify both student strengths and limitations. Integrating spelling, grammar and writing into one cohesive process provides meaningful opportunities for re-teaching essential skills. The seventh and eighth grade Spelling/Vocabulary Program focuses on Latin and Greek roots. The students apply writing and research skills in multi-source research projects.

The *Terra Nova* scores for Language Arts throughout the school are consistently strong, attesting to the fact that the reading program is effective and challenging.

3. Additional Curriculum Area: Religion

Religion, the primary reason for the existence of Little Flower School, is taught both as an academic subject to be learned and as a way of life to be lived. Religion, the heart of the school, is integrated across the curriculum, forms the foundation of the code of conduct, enhances relationships with one another and directs outreach projects that serve the poor and underprivileged.

Desiring to provide students with a solid grounding in their faith based on *The Catechism of the Catholic Church*, the curriculum covers age-appropriate catechesis in the areas of scripture, doctrine, morality, liturgical worship, Church history and devotion to the saints. Sacramental catechesis for the reception of Penance, Eucharist and Confirmation is an integral part of the curriculum in second and eighth grade.

Religion is evaluated annually through the administration of NCEA's **Assessment of Catechesis /Religious Education (ACRE)** in the fifth and eighth grade. This is an integrated assessment of faith knowledge, practices, attitudes and perceptions. Little Flower students consistently score above the national norms, confirming the strengths of the curriculum and faculty's dedication to the mission statement.

Little Flower School is fortunate to have parish priests actively involved in both teaching and implementing liturgical celebrations. Students have opportunities to attend Mass as a school community and as individual classes several times monthly. In this day and age, the school is also fortunate to have the presence of six religious women, Sisters of the Immaculate Heart of Mary from Scranton, Pennsylvania, in significant roles on the faculty.

In faithfulness to the school's mission statement and the gospel message, outreach is an important component of the program. Students are encouraged to respond to the needy through Christian Service projects. *Pennies from Heaven* is a program that honors, St. Therese of the Child Jesus, the Patroness of Little Flower School and the missions. Projects generously supported include Mercy Center's Program for Kenyan Children, tsunami victims in the Solomon Islands, Catholic schools affected by Hurricane Katrina and coats for the homeless of Washington, D.C. Annually students respond to the needy in this area with personal items for the homeless shelter, *So Others May Eat* (S.O.M.E.), sandwiches for *Martha's Table*, candy for shelters at Halloween, food for Thanksgiving baskets, toys at Christmas, library books for a needy school and assistance to a school affected by the fires in Los Angeles. To personalize service to others, students in eighth grade are required to complete a minimum of twenty hours of service in preparation for Confirmation.

4. Instructional Methods:

Each day the teachers make instructional decisions regarding the presentation of their lessons to children with diverse learning styles. They expend efforts to tailor instruction so that it meets the needs of the students. The varied instructional methods include whole group, small group and individualized instruction, cooperative learning, and hands-on activities. Teachers build on the strengths of their students and work to support those areas that challenge students' learning.

Students are challenged through discussions, critical thinking exercises and varied modality projects that are cross-curricular. Emphasis is placed on developing good listening, organizational and presentation skills. Special rubrics for assignments help the students to follow directions carefully and to pay attention to detail.

Additional staffing affords us the opportunity to have a more optimum student teacher ratio in the reading and math classes for grades 3-8. Students are assigned to these sections on the basis of performance and assessments. Each of the primary grades, Pre K-3, has a teacher aide to assist with instruction. Resource teachers are available for small group and individualized instruction for remediation.

Teachers assess students' prior knowledge as a viable link in introducing new material. Different learning strategies are implemented: visual, auditory, kinesthetic, interactive and storytelling. Integrated learning is employed both within the classroom and in cross-curricular activities. Technology is frequently used as part of the instructional method through use of computers, the Internet, overheads, videos, CDs and DVDs. The faculty is faithful to the Middle States Action Plan which calls for frequent evaluation of speaking and writing skills across the curriculum.

Students in the middle and upper grades are introduced to note-taking skills to assist them in processing important details in their lessons. They are given many opportunities to make oral presentations in class and participate in school liturgies and performances such as school and band concerts, speech and drama presentations and campaign speeches for Student Council.

5. Professional Development:

The faculty of Little Flower views professional development as an important tool to improve student learning and achievement. It is an essential element in strengthening teaching skills and keeping up to date academically. Teachers are encouraged to take advantage of professional workshops and courses. In addition, the Archdiocese provides professional days where teachers have the opportunity to meet with others who teach the same grade level or discipline and share best practices.

The school financially supports ongoing professional development and is presently assisting teachers who are pursuing Masters Degrees and certification. Seventy-five percent of the teaching staff has Masters Degrees. The children benefit from the professional backgrounds, successful years of teaching experience and stability that the faculty bring to the school.

Discussions at faculty meetings prior to the opening of school shape goals for the new year. During the first weeks of school, teachers meet individually with the principal to share their individual goals for personal professional development and the implementation of the school's goals for the year. This direction unifies faculty efforts and impacts student achievement in a consistent and positive manner.

Faculty members and the school belong to professional associations dedicated to excellence in education. These include: Association for Supervision and Curriculum Development (ASCD), Elementary School Principals Association (ESPA), National Catholic Educational Association (NCEA), the National Board for Certified Counselors (NBCC), and the National Councils for each of the curriculum areas.

In keeping with Archdiocesan direction, the faculty has focused on topics such as *Differentiated Learning, Curriculum Mapping, Standards Based Education, Power Standards, and Integrating Standards across the Curriculum, Standardized Testing Results, Crisis Planning, Safe Schools, and Bullying*. Dr. William R. Stixrud, Ph.D., a nationally recognized authority on brain functioning, has met with the faculty and parent community on several occasions and addressed these topics: *Gender Differences in Brain Functioning: Implications for Teaching; The Adolescent Brain: Guiding It, Teaching It and Protecting It; and Brain Friendly Education*

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): Archdiocese of Washington Catholic Schools ; National Catholic Education Association (NCEA); Middle Atlantic States Association of Universities, Colleges, High Schools and Elementary Schools

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

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$5,700</u> K	<u>\$5,700</u> 1 st	<u>\$5,700</u> 2 nd	<u>\$5,700</u> 3 rd	<u>\$5,700</u> 4 th	<u>\$5,700</u> 5 th
<u>\$5,700</u> 6 th	<u>\$5,700</u> 7 th	<u>\$5,700</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	<u>\$5,400</u> Other - Pre Kindergarten				

4. What is the educational cost per student? \$7,127
(School budget divided by enrollment)

5. What is the average financial aid per student? \$3,908

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 5 %

PART VII – ASSESSMENT RESULTS

LITTLE FLOWER SCHOOL

Terra Nova 2nd Edition

Form C/2001

CTB/McGraw Hill

Scores are reported as percentiles.

No students are excluded from the test.

Grades 2,3,5,6 and 8 take the complete battery

Grades 4 and 7 take the multiple assessment.

No subgroups were identified as all subgroups have less than ten students.

	2007	2006	2005	2004	2003
Testing month	March	March	March	March	April
Grade 8					**
Reading	85	89	92	82	
Mathematics	89	96	88	87	
Number of students tested	23	24	18	28	
Percent of total students tested	100	100	100	100	
Number alternatively assessed	0	0	0	0	
Percent alternatively assessed	0	0	0	0	
Grade 7					
Reading	82	88	91	85	83
Mathematics	83	87	92	89	77
Number of students tested	24	23	23	18	27
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 6					
Reading	83	77	76	88	68
Mathematics	78	70	80	84	81
Number of students tested	24	23	23	23	23
Percent of total students tested	100	100	100	100	100
Number alternatively assessed		0	2	0	0
Percent alternatively assessed		0	7	0	0
Grade 5					
Reading	83	75	73	77.	90
Mathematics	78	73	63	74	85
Number of students tested	22	24	22	27	23
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 4					
Reading	84	80	85	75	80
Mathematics	86	73	75	76	81
Number of students tested	24	24	24	25	29
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0

**Standardized Testing was not required to be administered in Grade 8 of our Archdiocesan Schools in 2003

**ASSESSMENT RESULTS
LITTLE FLOWER SCHOOL**

Terra Nova 2nd Edition
Form C/2001

CTB/McGraw Hill

Scores are reported as percentiles

No students are excluded from the test

Grades 2,3,5,6 and 8 take the complete battery

Grades 4 and 7 take the multiple assessment.

No subgroups were identified because all subgroups were less than ten students.

	2007	2006	2005	2004	2003
Testing month	March	March	March	March	April
Grade 3					
Reading	80	68	76	73	78
Mathematics	76	75	72	68	76
Number of students tested	28	28	26	25	30
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 2					
Reading	86	81	79	**	**
Mathematics	85	80	83		
Number of students tested	28	29	24		
Percent of total students tested	100	100	100		
Number alternatively assessed	0	0	0		
Percent alternatively assessed	0	0	0		

**Standardized Testing was not required to be administered in Grade 2 of our Archdiocesan Schools in 2003 and 2004