

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

Name of Principal Ms. Elizabeth Barry
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Our Lady of Mount Carmel School
(As it should appear in the official records)

School Mailing Address 225 E. Ashland Street
(If address is P.O. Box, also include street address)

Doylestown Pennsylvania 18901-4659
City State Zip Code+4 (9 digits total)

County Bucks State School Code Number* #22

Telephone (215) 348-5907 Fax (215) 348-5671

Website/URL www.ourladymtcarmelschool.org E-mail ebarry@ourladymtcarmelschool.org

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. Thomas F. O'Brien
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia Tel. (215) 587-3789

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 N/A _____

I have reviewed the information in this package, 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.*

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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.

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

1. Number of schools in the district: N/A Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: N/A
- Average State Per Pupil Expenditure: _____

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. 15 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:

2005-2006

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	N/A			7	16	23	39
K	19	24	43	8	16	12	28
1	27	25	52	9	N/A		
2	22	30	52	10	N/A		
3	29	21	50	11	N/A		
4	28	28	56	12	N/A		
5	24	25	49	Other	N/A		
6	26	24	50				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							419

10. Students receiving special education services: 0 %
 0 Total Number of Students Served

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

- | | | |
|---------------------------|-----|---------------------------------------|
| ___ Autism | 2 | Orthopedic Impairment |
| ___ Deafness | ___ | Other Health Impaired |
| ___ Deaf-Blindness | ___ | Specific Learning Disability |
| ___ Emotional Disturbance | ___ | Speech or Language Impairment |
| 1 ___ Hearing Impairment | ___ | Traumatic Brain Injury |
| ___ Mental Retardation | ___ | Visual Impairment Including Blindness |
| ___ 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)	1	0
Classroom teachers	18	0
Special resource teachers/specialists	5	2
Paraprofessionals	3	0
Support staff	0	0
Total number	27	2

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 23

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96 %	97 %	97 %	97 %	97 %
Daily teacher attendance	98 %	99 %	98 %	99 %	99 %
Teacher turnover rate	19 %	8 %	4 %	19 %	8 %
Student dropout rate (middle/high)	N/A %	%	%	%	%
Student drop-off rate (high school)	N/A %	%	%	%	%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	N/A
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

A glimpse at the vibrant, affirming, and accomplished learning community of Our Lady of Mount Carmel School can be caught by paging through the school's yearbook, The Carmel Spirit. On the opening page, a montage of *Friendly Faces* features photos of volunteer parents checking out library books for a class of students and providing snacks on Appreciation Day. It shows the music teacher helping students in the Chimes Ensemble prepare for a performance, and the honors math teacher coaching students as they ponder the Problem of the Week. The parish priest is pictured delivering the homily at Mass, and a cafeteria aide is presented as he assists children in the lunch line.

Turning to the *Classroom Capers* section, first graders are featured enjoying picture books on the reading rug, while fourth graders are seen cataloging the natural artifacts that they had collected on a recent trip to Peace Valley Nature Center. Kindergarten students are pictured making a delicious snack, and sixth graders are showcased exploring cells with the digital microscope. In the Computer Lab, students are spotlighted as they present recently developed group Power Point presentations.

Memorable Moments highlights all the special occasions that shape the annual calendar. There are photos of the youngest children acting out the Nativity tableau, sixth graders receiving their diplomas at D.A.R.E. Graduation, and eighth graders processing into church to receive the sacrament of Confirmation. Second graders smile on their First Holy Communion Day and look heavenly when they are angels in the Christmas Show. Students from across all of the grade levels are featured as they accept certificates and medals at the annual Awards Ceremony.

A favorite section, *Amazing Activities*, displays many of the exciting events that students look forward to each year. There are photos of the performances from the Catholic Schools Week Talent Show, skits from Grandparents Day, races from Field Day, chess matches and cake decorating masterpieces from the After School Enrichment Program, food feasts from the Cinco de Mayo Celebration, and actors, dancers, or authors from the many assemblies sponsored by the Home and School Association.

Finally, the *Treasured Traditions* page displays photos of current students with their grandparents, parents, aunts, uncles, and older siblings who have attended OLMC School throughout the years, along with photos of those proud students at the time of their graduation. These are coupled with archived photos of the original building as it looked when the school was founded in 1876, the three Sisters of Saint Francis who ministered to the first group of fifty students that year, and the rural borough of Doylestown at the time of the parish's inauguration.

By browsing through The Carmel Spirit, it is evident that the school's Mission Statement "to proclaim the message of Jesus Christ" and "to educate the whole child through its strong academic program, while enriching the total person through co-curricular and extracurricular activities" is attended to on a daily basis by the OLMC School community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results

Our Lady of Mount Carmel School administers the *TerraNova*, The Second Edition to students in grades 4, 6, and 8 in the fall and to students in grade 3 in the spring. Using the 2004-2005 data provided by the U. S. Department of Education, the eighth grade students' fall 2004 scores, the most recent available, in Math Composite and Reading Composite (as well as their three year average) place OLMC School solidly in the top ten percent of schools nationwide.

The Math Composite score of the *TerraNova* measures a student's ability to perform age-appropriate problem solving strategies and computational skills. In 2004, according to the U. S. Department of Education, schools that scored 77.0 % or above on this test were in the top ten percent of schools nationwide. In that same year, the eighth grade students scored 87.0 % on the Math Composite of the *TerraNova*. This achievement is noteworthy, and it confirms the long tradition of excellence at OLMC School. From 2002 to 2004, the eighth grade students scored an average of 87.0 %, 88.0 %, and 87.0 % respectively on the Math Composite. Accordingly, the eighth graders' three year average also places OLMC School solidly in the top ten percent of schools nationwide.

In addition, OLMC School has demonstrated educational excellence in reading skills. The Reading Composite of the *TerraNova* measures a student's ability in age-appropriate areas such as vocabulary and reading comprehension. Students who scored 77.0 % or above in this area in 2004 achieved a level of excellence shared only by the top ten percent of students nationwide, according to the U.S. Department of Education. In 2004, eighth grade students at OLMC School scored an average of 83.0 % on the Reading Composite, placing their scores in the top ten percent of students across the nation. This extraordinary achievement culminates a long history of excellence in reading at OLMC. From 2002 to 2004, eighth grade students collectively scored an average of 85.0 %, 79.0 %, and 83.0 % respectively in this area. Their three year average also placed them solidly in the top ten percent nationwide.

The strength of these achievement scores reflects the hard work of the students, the exceptional dedication of the teachers, and the avid support of the parents who encourage their children's academic success.

Using Assessment Results

Assessment data from the *TerraNova* helps to measure individual student's achievement and class achievement, and to validate, or contribute to the improvement of, instruction and curriculum.

Teachers perform an in-depth, comprehensive, and coordinated review of assessment data. This information assists the teachers to determine each student's strengths and weaknesses and to identify students in need of supplemental instruction. For example, scores in the Reading Composite and Math Composite on the *TerraNova* are one of the criteria that is used to identify students in grades three and four who require remedial support in math and/or reading. In addition, test scores are used to determine

advanced placement in the honors math program of the Archdiocese of Philadelphia at grade four, offering the qualifying students an opportunity to reach their full potential.

On a school wide basis, the data measures the mastery of concepts across an entire grade level of students. Through it, teachers learn if a class has mastered presented concepts, which enables teachers to tailor future instruction more effectively. Concepts that are in need of further review are approached in greater depth through the introduction of additional practice, supplementary materials, or manipulative materials.

Communicating Assessment Results

OLMC School communicates the students' performance to parents and students frequently. At the end of every trimester, report cards that detail achievement are sent home to parents. Mid-trimester progress reports are also issued to all students in grades 7 and 8. Finally, teachers notify parents of significant deficiencies and suggest corrective actions as the need arises.

The results of the *TerraNova* are shared in a clear and thorough manner with parents. First, in early winter and late spring (depending on grade level), the scores are released and parents receive a copy of their child's test results. Second, teachers or the principal hold an individual conference with each parent who requests one in order to interpret the results more specifically. Third, a representative from the Office of Catholic Education gives a presentation, on an occasional basis, to parents at a Home and School Association meeting to share cumulative data. The assessment results are also shared with prospective parents at the five annual Open Houses, and with the parish in the Sunday Parish Bulletin.

The students' achievements in academic competitions and musical endeavors receive prominent attention. First, second, and third place standings in local, regional, and national competitions such as the American Mathematics Competition, National Geographic Geography Bee, National Language Arts Olympiad, Bucks County Science Fair, Bucks County Reading Olympics, the Archdiocesan Arts Festival, and Presidential Fitness Awards are publicized on the school's Awards Bulletin Board and the website, noted when possible in the Sunday Parish Bulletin, and when accepted, published in the local newspaper, The Intelligencer. The Mount Carmel Singers routinely perform at events, and students participate in the Archdiocesan Honors Band and Honors Chorus. Students are also recognized nationally by the Johns Hopkins University CTY Talent Search and locally by the academic scholarships that are awarded to the graduates by private and archdiocesan high schools. OLMC School constantly seeks new ways to challenge and recognize its students. This year, the Blessed Duns Scotus Chapter of the National Junior Honor Society has been initiated for students in sixth, seventh, and eighth grades.

Sharing Success

The Elementary Schools Administrators' Association of the Office of Catholic Education facilitates frequent meetings among its principals from throughout the Archdiocese. During these gatherings, participants share information and discuss successes in various areas. The Office of Catholic Education also organizes meetings among faculty members from local areas during which sharing takes place.

As a culmination to their project evaluation for reaccreditation by the Middle States Association, the principal and faculty of OLMC School offered a full length symposium, attended by nearly one hundred educators, entitled *Peer Coaching with an Emphasis on Authentic Assessment, Rubrics, and Grading*, in November 2003. In spring 2005, the principal and several teachers gave an hour-long presentation to the principals of District VIII entitled *Peer Coaching as a Means to Staff Development*. Previously, several teachers acted as presenters at the annual orientation for newly hired archdiocesan elementary teachers.

The school's website (www.ourladymtcarmelschool.org) can be accessed by anyone who is interested in gaining up-to-the-minute information. Coverage is also sought in the archdiocesan newspaper, The Catholic Standard and Times, on the local radio station, Holy Spirit Radio, and in the Sunday Parish Bulletin.

The principal has recently submitted an article for future publication to Today's Catholic Teacher describing the school's success in the area of professional development.

Finally, the principal and faculty members have generously hosted numerous students from area principal certification and teacher education programs for observations, interviews, apprenticeships, and student teaching placements. Through these experiences, prospective principals, teachers, and their supervisors have observed firsthand the high quality of the program and the superior achievement of the students. OLMC School's principal, teachers and students continue to shine in many ways, and every effort is made to share these accomplishments with the school, parish, and civic communities.

PART V – CURRICULUM AND INSTRUCTION

Curriculum

OLMC School embraces a comprehensive curriculum that engages students in religion, integrated language arts, math, science, and social studies. Beginning in first grade, courses are scoped and sequenced developmentally to advance students through the grade levels. This spiraling assures success as students encounter and build upon concepts on an ongoing basis. All course curricula are shaped by guidelines developed by the Office of Catholic Education of the Archdiocese of Philadelphia, and all textbooks are selected from an approved list determined by the same office. Special instructors in art, honors math, library, music, physical education, Spanish, and technology collaborate with the classroom teachers to reinforce and enrich the content areas. As a result, students are actively engaged in meaningful learning experiences through which they gain a comprehensive set of skills, a wealth of knowledge, a sense of independence, and a lifelong love of learning.

The **religion curriculum**, implemented in close relationship with the students' parents, is an encompassing program emphasizing the Four Pillars of the Catholic Church: sharing the message (Creed), celebrating the message (Sacraments), living the message (Morality), and Prayer Life. This faith formation permeates the structure of the entire day, underlying all other instruction, and leading the students to approach life with a spiritual presence. The **art curriculum** emphasizes many avenues of expression for the students. Terms and concepts are taught, and experiences are provided, all of which contribute to the students' participation in the artistic process. The study of the works of master artists enhances the program. The **integrated language arts curriculum** places great value on writing, speaking, and listening skills. A form of writer's workshop that includes a process of peer editing and revision is used in many classes. Published writing pieces are collected in a portfolio that spans the grade levels. Discussions and class presentations also make a contribution to the students' developing proficiency in the areas of speaking and listening. The **library skills curriculum** features literature appreciation, the selection of a variety of genre, the care and history of books, and the use of the computerized card catalogue. Particularly at grades four through eight, it is focused on the development of information literacy skills: choosing print, computer, or on-line (especially Power Library) research resources, taking notes from them, and then documenting these resources. The ethics of using information sources is discussed with particular emphasis on copyright protection. Students are encouraged to become information literate individuals who know when, where, and how to access information

creatively, accurately, and ethically. The **math curriculum** in the younger classes includes number operations, computation, problem solving, and reasoning, and moves through the study of geometry, pre-algebra, statistics, and probability in the older classes. Instruction includes the use of manipulative materials, games, and real life projects, all of which enhance the students' ability to think, reason, and apply mathematical concepts to everyday situations. In grades four through eight, selected students are exposed to the **honors math curriculum**. In this program, which is designed for students who exhibit talent, ability, achievement, and interest in math, accelerated and intensified studies are presented. At the highest level, students are challenged to complete a course in Algebra I. The **music curriculum** exposes the students to various aspects of music theory, history, and appreciation through hands-on experiences with barred instruments and recorders. In addition to these classroom opportunities to demonstrate their mastery of concepts, students display their proficiency by performing in numerous events and concerts both vocally and instrumentally. The **physical education curriculum** is designed to provide students with the opportunity to experience success through movement. Skills such as hand-eye and eye-foot coordination are initially practiced individually, later with a partner, and eventually within a small group in a progression that helps to build confidence and promotes positive peer interactions. Physical fitness activities are encouraged, and team activities are stressed in relation to good sportsmanship and appropriate competitive participation. The **science curriculum** strives to increase the students' understanding of the world around them through careful observation and thoughtful consideration. It encourages intelligent inquiry and investigation in areas such as life, earth, physical and environmental sciences. At all grade levels, it includes instruction in drug resistance awareness through *Right Track Cat*, *Here's Looking at You*, D.A.R.E., and Project ALERT. The **social studies curriculum** challenges the students to become morally responsible citizens in the local, national, and world communities. Through the study of cultures, and national and international historical themes, students gain an appreciation of their place at this specific time in the global society. The **Spanish curriculum** (grades five through eight) emphasizes language proficiency and cultural awareness. It introduces vocabulary development, grammar mastery, and conversational understanding through listening, speaking, reading and writing. At the conclusion of eighth grade, each student is eligible to receive one high school credit for the course of study. The **technology curriculum** is based on the use of different Microsoft applications appropriate to each grade level. Instruction begins with the development of keyboarding skills, introduces presentation software, and encourages the use of graphics, color, and labels to enhance documents. Students and their parents sign an Acceptable Use Policy. In conjunction with the librarian, the technology teacher presents information concerning Internet use and safety.

Reading

Schools in the Archdiocese of Philadelphia employ an integrated approach to the teaching of literacy that includes instruction in reading, writing, speaking, and listening. On a daily basis, an emphasis is placed on reading *to* students at their listening comprehension level, reading *with* students at their instructional level, and reading *by* students at their independent level. Coupled with specific instruction to develop phonemic awareness, decoding skills, vocabulary, fluency, and comprehension, this balanced approach has produced high achievement among students at OLMC School. Informal (teacher observation) and formal (theme tests, skills tests, essays, etc.) assessment methods determine the progress of each individual student.

Literacy experiences happen through the framework of reading readiness materials in Kindergarten, and a reading series in first through sixth grades, supplemented by phonics, spelling, and grammar workbooks at various grade levels. The seventh and eighth grade program uses an anthology, supplemental texts, and published literature and novels to enhance and encourage critical thinking skills such as analysis of plot, characterization, and author intent.

To enliven literature, students have the opportunity to role-play, write journal entries, create character dialogues, and prepare researched book talks. The school also celebrates Read Across America on an annual basis, participates in the Pizza Hut *Book It!* Program, sends a team to the Bucks County Reading Olympics, and sponsors the *Reading Wall of Fame*.

Each of these methods and activities has been selected to challenge the considerable ability level of the student population and to reflect the teachers' belief that encouraging the development of readers is a noble and exciting endeavor.

Religion

The Mission Statement of OLMC School states that “through prayer, example, and instruction, the students learn about Jesus, worship as members of the faith community, and offer service to the poor and needy” and that “providing a quality education that leads to a life of service in the community” is a priority. This mission, that permeates and is central to all areas of the curriculum, is most evident in the religion program.

Along with the adult members of the school community, students pray and read Scripture together daily, celebrate Mass together monthly, and participate in the sacraments. They learn about the Trinity, Mary, church history, and the lives of the saints. Morality and character development are emphasized, and through the Personal Peacemaking Program students are nurtured to grow in kindness, mutual respect, and conflict resolution skills.

Finally, the following limited examples demonstrate the students' generous service to their church and civic communities.

- * Through *Chores for Charity* and a Dance-A-Thon, the students raised over \$18,000.00 for tsunami relief.
- * The students designed over 300 handmade greeting cards for the Valentines for Vets program.
- * Parish shut-ins received cards, letters, and visits from various classes.
- * Older students prepared and delivered a holiday party for children at an inner city after-school program.
- * Students donated canned goods to a local food cupboard and baby items to a shelter for homeless families in Philadelphia.
- * Service Club members conducted an ongoing collection of soda can tabs to support the Ronald McDonald House in Philadelphia.
- * Through *Chores for Charity* and a Dress Down Day activity, students donated \$2100.00 for hurricane relief.

Instructional Methods

Across the grade levels, students at OLMC School participate in large and small (interest, cooperative, and needs based) group learning facilitated by teachers who strive to develop in them a spirit of inquiry and a love of learning. Using their knowledge of multiple intelligences, learning theory, and differentiated instruction, teachers design daily experiences that challenge students through the use of high level questions and comprehensive tiered curriculum activities.

The use of alternate assessments in all subject areas is a hallmark of the school's program. Teachers make extensive use of rubrics, exemplars, and models to establish clear learning targets. Then, students are given the opportunity to show their mastery in the way that best showcases their knowledge. The results of these assessments (posters, art pieces, quilts, published writing) are displayed prominently throughout the building.

Among the additional strategies that teachers employ to share information, enhance the curriculum, and encourage participation are oral reports, character dramatizations, learning centers, guest speakers, field trips, research papers, viewing DVDs and multi-media presentations, and use of the *SmartBoard*.

For example, students in eighth grade learned about the Holocaust in social studies. As a culminating activity, each student developed *The Valise Project*, in which he/she filled a suitcase with the items he/she envisioned would be desirable if fleeing the Nazis. This visual representation was accompanied by a written essay that described the choices that had been included and an oral explanation of these choices to classmates. Grades were earned in art (artifact collection), language arts (essay and oral presentation), social studies (historical accuracy), and library science (research).

Through the use of diverse and engaging strategies, teachers encourage all students to become resourceful, independent problem solvers and lifelong learners.

Professional Development

The primary focus of the professional development program at OLMC School has been peer coaching. Since 1992, the faculty members have engaged in interactive experiences that have helped them perfect their practice of the craft of teaching. Emphasizing such topics as Integrating Technology Across the Curriculum, Developing Students' Portfolios, and Writing Across the Curriculum, peer coaching has created an eager community of learners among the professional staff. Their intense and extensive (at least 150 hours per academic year) interactions have sparked an engaging learning environment in which the students have thrived and excelled.

The Philadelphia Convention Center, approximately a one hour train ride from Doylestown, is often the host to the annual conventions of national educational associations. In spring 2004, the principal and five teachers attended the National Council of the Teachers of Mathematics' Annual Meeting. Their participation resulted in the design of an alternate assessment in fifth grade math and the initiation of a *Mathematicians' Exposition* which has showcased the problem solving skills of each of the fourth grade students in a community event.

Twenty-five teachers and the principal participated in the National Catholic Education Association convention in April 2005, where each one attended at least three hours of workshops and conferences, met with educators from across the country, and viewed the vendors' offerings. These experiences resulted in the adoption of new supplemental reading materials in seventh and eighth grade and the implementation of many innovative instructional strategies in the classrooms. In total, approximately \$4000.00 was spent in the 2004-2005 school year to provide group or individual inservice opportunities and religion certification training for the teachers at OLMC School.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): National Catholic Education Association
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

\$ 2700.00	\$ 2000.00	\$ 2000.00	\$ 2000.00	\$ 2000.00	\$ 2000.00
K	1 st	2 nd	3 rd	4 th	5 th
\$ 2000.00	\$ 2000.00	\$ 2000.00	\$ N/A	\$ N/A	\$ N/A
6 th	7 th	8 th	9 th	10 th	11 th
\$ N/A	\$ N/A				
12 th	Other				

4. What is the educational cost per student? \$ 3030.00
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 50.65

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 3%

PART VII – ASSESSMENT RESULTS

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

Without Subgroups

OUR LADY OF MOUNT CARMEL SCHOOL

TerraNova, The Second Edition
Form: C 18, 16, 14, 13
CTB McGraw-Hill

Scores are reported as percentiles.
No students are excluded from the test.

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
Grade 8			
Reading	83	79	85
Mathematics	87	88	87
Number of students tested	45	24	43
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 6			
Reading	76	77	77
Mathematics	81	74	77
Number of students tested	62	50	58
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 4			
Reading	82	79	79
Mathematics	82	91	75
Number of students tested	50	52	59
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Testing month	March	March	March
Grade 3			
Reading	75	82	-
Mathematics	83	90	80
Number of students tested	61	51	52
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

