

2006-2007 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 Mrs. Donna J. Moss
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Sacred Heart Cathedral School
(As it should appear in the official records)

School Mailing Address 204 Hillsborough Street
(If address is P.O. Box, also include street address)

Raleigh NC 27603-1724
City State Zip Code+4 (9 digits total)

County Wake State School Code Number* N/A

Telephone (919) 832-4711 Fax (919) 832-8329

Website/URL www.cathedral-school.net E-mail moss@cathedral-school.net

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. Michael J. Fedewa
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catholic Diocese of Raleigh Tel. (919) 821-9748

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 Miss Geraldine Schultz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 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 2006-2007 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 2001 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 the 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 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: 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. 8 Number of years the principal has been in her/his position at this school.
 N/A 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
PreK	10	9	19	7	14	11	25
K	14	13	27	8	10	9	19
1	14	9	23	9	N/A	N/A	N/A
2	9	19	28	10	N/A	N/A	N/A
3	11	17	28	11	N/A	N/A	N/A
4	12	18	30	12	N/A	N/A	N/A
5	12	3	15	Other	N/A	N/A	N/A
6	12	6	18				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							232

[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.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 68 | % White |
| 20 | % Black or African American |
| 8 | % Hispanic or Latino |
| 4 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 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: 3%

[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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	214
(5)	Total transferred students in row (3) divided by total students in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3%

8. Limited English Proficient students in the school: N/A%
N/A Total Number Limited English Proficient
 Number of languages represented: N/A
 Specify languages:

9. Students eligible for free/reduced-priced meals: N/A%
 Total number students who qualify: N/A

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: 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.

- | | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </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> </u>
Classroom teachers	<u>10</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>4</u>
Paraprofessionals	<u>8</u>	<u>1</u>
Support staff	<u>2</u>	<u>3</u>
Total number	<u>22</u>	<u>9</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 23:1

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.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	96%	97%
Daily teacher attendance	97%	97%	97%	98%	95%
Teacher turnover rate	12%	0%	22%	6%	6%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A %				

14. (*High Schools Only*): N/A

PART III - SUMMARY

Cathedral School has been proudly serving students in the capital city of Raleigh, North Carolina since its founding in 1909. An integral part of the parish of Sacred Heart Cathedral, the “mother church” of the Diocese of Raleigh, Cathedral School has had a rich history. It began in a two-room schoolhouse and moved into its current location, a majestic, three-story granite building, in 1939. Cathedral Latin School served students in grades first-twelfth until 1962 when a separate high school was built. Adding pre-kindergarten in 1990, Cathedral School currently serves 232 students in grades pre-k-8th. Cathedral School has always played a dynamic role in the North Carolina educational community. It was the first area school to educate Native American children and it was also the first Catholic school to integrate when it merged with St. Monica’s school in the 1950’s. As the most racially diverse school in the Diocese of Raleigh today, it is recognized as the benchmark of ethnic and racial diversity among Raleigh’s private schools. Since the school has “grown up” with downtown Raleigh, the students’ academic experiences are enriched by being able to use the museums and government buildings as an extended campus.

The mission of Cathedral School is “to provide a family atmosphere that nurtures the bodies, minds and spirits of its students as they pursue academic excellence. As a Catholic school we recognize that each child is a unique creation of God.” Everything that happens at Cathedral School must meet the tenets of this mission statement. Each child’s journey through the school is called “The Cathedral Experience.” The faculty has worked hard over the years to develop a “seamless staircase” divided into three clusters – Prek-2nd, 3rd-5th, and 6th-8th. Each cluster has the responsibility to build upon the instruction and experiences provided by the previous cluster. With only one class of each grade level, teachers work in vertical cluster teams with much coordination and collaboration between clusters. In the middle school, students will have the same teacher from the beginning of grade 6 until the end of grade 8 for the core subjects of literature/language arts, history/ religion, and math/science. This structure is highly beneficial to students and explains the consistently high academic achievement of Cathedral students year after year. As a Catholic school, the spiritual development of the students is of the utmost importance. The program blends instruction of the Catholic faith tradition with hands-on service projects that enable students not only to provide service to those in our community but also to learn why such problems as hunger and homelessness exist. For a small school, an impressive array of extra-curricular activities from athletics to music to clubs is offered. None of these accomplishments would be possible without the dedication of parent volunteers. Recently, Cathedral School’s Home and School Association (PTA) was recognized as one of only eight nationally, by the National Catholic Educational Association (NCEA), for financially and spiritually supporting a sister school in San Ramon, Nicaragua. The parents also accepted the challenge in 2003 of securing the long term viability of the school by recognizing the need to restructure the system of charging tuition to reflect the challenge confronting most Catholic Schools today – the unavailability of nuns who require very small salaries. Tuition restructuring coupled with an exemplary development/marketing program, prepares Cathedral School to meet the challenges of the next century.

The Southern Association of Colleges and Schools (SACS) initially accredited Cathedral School in 2001. During its reaccreditation in 2006, Cathedral School received a rating of exemplary for the demonstration of continuous improvement, as well as exemplary for providing quality assurance. The school regularly convenes a nineteen member School Improvement Team that represents all stakeholder groups, including parishioners. As Cathedral School looks to its upcoming 100th anniversary and beyond, it envisions “a future where students from diverse backgrounds can attain a forward looking, traditional Catholic learning experience preparing them to become academic, spiritual, and moral leaders.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Cathedral School administers the Iowa Test of Basic Skills (ITBS) to students in grades 3-8 in October of each year. Cathedral School also administers the Cognitive Abilities Test (CogAT) to students in grade 2 (optional) and grade 5 (required). These nationally recognized standardized tests are used by all schools in the Diocese of Raleigh and scores are reported as NPR (national percentile rank). The benefit of using nationally normed tests is that they can compare their students to students across the nation as well as know how well their school is doing when compared to schools across the nation. Another benefit is that they are provided with the LPR (local percentile rank) and can gauge how they compare to students and schools in their own Diocese.

The school scores from 2001-2005 in Total Reading (vocabulary and comprehension) and Total Math (computation, problem solving, estimation) indicate that Cathedral School has successfully embraced the challenge of maintaining consistently high scores. Educators know that this requires conscientiousness and attention to detail.

It is important to note that Cathedral School did away with the practice of administering admissions tests in 1996. Therefore, the students enrolled are not excluded based on lower ability/achievement, but welcomed and encouraged to benefit from their academically rigorous program. Interestingly, as they maintain an enviable racial diversity rate (currently 68% majority, 32% minority), as well as an economically diverse student body, they do not find noticeable disparities among subgroups. Also, the 5th grade is the only grade that takes both the ITBS and the CogAT. It is the one year where they can actually compare whether a student attains an achievement level commensurate with his/her ability level. Using the 2004 5th grade scores as just one example, on average the class achieved at a higher level than their ability scores predicted they should on all thirteen subtest. They find this fact to be the rule rather than the exception year after year.

There are three other tests that are given to their students. In February, eighth graders take a test that is required for students in North Carolina to receive a public high school diploma. The North Carolina Computer Competency Test measures computer literacy through an on-line exam where students have to perform tasks involving spreadsheets, databases and word processing. Each year at least 95% of the students pass. Writing proficiency is measured in March of each year by a statewide test developed and scored by the Catholic schools of the Diocese of Raleigh and the Diocese of Charlotte. Fourth and Seventh graders write on a prompt and because the total test time is about one hour, it is recognized to be a draft version. Scorers are looking to see if students can successfully address the prompt by crafting a response that is coherent and grammatically correct. Lastly, the advanced math students take the North Carolina End-of-Course Algebra Test in May. This is also a requirement for students who may attend a public high school. In 2004, 2005, and 2006 Cathedral students had the highest class average of any school in the diocese.

Cathedral School believes that these successes are indicative of what can be accomplished when research-based teaching methods are delivered by a strong and stable faculty. With the support of caring staff and high expectations for the behavior of students, as well as the participation of parents, its students are able to accomplish extraordinary things.

2. Using Assessment Results: When the results of the annual standardized testing arrive, the principal gleans all the pertinent information she needs for school wide analysis and then passes individual and class results to the homeroom teachers. Teachers are required to work with the data in a variety of ways. First, they sort students into one of four quartiles based on the percentile earned on different subtests. Next, they disaggregate each quartile by gender and race to look for disparities among subgroups. Last, they complete a cumulative summary sheet for each student, where comparisons are made to the results from previous years. Teachers are looking for at least a year's worth of growth in each child. Grade equivalents are used to determine if that growth took place. Each teacher meets with the principal to review each student's sheet. Teachers are then able to review item analysis reports to look for strengths and weaknesses in their class on specific test items. Classroom instruction decisions are often made following this review, thus saving valuable time by being able to concentrate on skills that may still need to be mastered.

When this work is completed, the entire faculty gathers to look for school wide trends and to draft performance goals for the next year's school improvement plan. It is essential to use this information to improve individual student performance and by extension school performance. A specific example of what the teachers did with the 2004 results revolved around planning remedial instruction for all students who did not achieve at or above the 50th percentile in reading and/or math. Supplemental materials were purchased for these students and teachers provided small group instruction. Parents also followed through by helping with at-home assignments. In January 2007, students scoring below the 50th percentile in reading and or math will be enrolled in the IOWA Increase Program (I2P) to better address their weaknesses.

3. Communicating Assessment Results: Cathedral School purchases parent reports and sends them to parents in sealed envelopes for the obvious reason of insuring the privacy of each student. The principal and teachers are available to discuss results with parents as needed. The school wide results are communicated via a power point presentation delivered by the principal during the January Home and School Association (PTA) meeting. During Catholic Schools Week in late January, the principal speaks at each weekend Mass and communicates the school's accomplishments. In May, all stakeholders are invited to attend the annual Town Hall Meeting where the principal and director of development and admissions present the annual report of the school. Attendees are welcome to submit questions about any aspect of the workings of the school and answers are provided in this open forum. Each family is provided with a hard copy of the report in their Friday envelope. This is a communication tool that is used weekly. Included in the Friday envelope are pertinent handouts and the "Friday Knight News"- a chatty newsletter that parents say they can't live without. It hangs on the refrigerators in most homes as it provides a weekly calendar update, announces upcoming events and celebrates the accomplishments of students and teachers. The school web site is also a way for the school to communicate. It provides photos of school events and individual class pages as well as information about the school for current parents, prospective parents, alumni, and business donors. Four times a year the director of development and admissions publishes "The Quarterly." This publication reviews the school's accomplishments from the business perspective, while also highlighting through photographs and articles how the students "live" the motto – "At Cathedral, we love God, learning and each other."

4. Sharing Success: The principal, director of development and admissions, and teachers of Cathedral School are always excited and proud to share the successes of their school with anyone who asks. This is an outward expression of what they do everyday in their school – helping, sharing and working together as a team.

Locally, the principal recently in-serviced the principals of the diocese on how they use standardized test results to drive decision making and student/school improvement. Regionally, she became certified as a Quality Review Team Visitor for the Southern Association of Colleges and Schools so she can help schools receive SACS accreditation. Nationally, she presents and consults on the subject of Cost Based Tuition/ Need based Tuition Aid, a funding model which will probably be adopted by most financially viable private schools during the next decade, as Cathedral School did in 2003-04.

The director of development and admissions is the “go to” person in the diocese whenever information is needed regarding how to begin a development program, how to market one’s school, or how to run a successful annual appeal. She shares sample materials and expertise with other schools without hesitation, as she is hopeful that all schools will enjoy the successes that Cathedral School has.

The faculty regularly attends diocesan or regional in-service days that often have grade level breakout sessions where teachers share what is working in their classrooms with their students. They have a trained mentor teacher who gives generously of her time to assist initially licensed teachers receiving continuing licenses.

Cathedral School has been educating students for almost 100 years, yet it continues to improve and grow. Newer schools recognize this achievement and often seek them out for advice on policy and curriculum. The decision to apply to be recognized as a Blue Ribbon School will let them “enlarge their territory” and thereby share their success story with schools both public and private throughout our nation.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Cathedral School uses the curriculum provided by the Diocese of Raleigh Catholic Schools Office. This curriculum is developed by using the North Carolina Standard Course of Study (NCSCS) as a starting point and then enhancements are made to make this basic curriculum more challenging for its students. It is the framework for instruction that should assist teachers in identifying and implementing the appropriate instructional methodology. Under the guidance of the diocese's director of instruction, teachers from across the diocese form a committee and engage in a systematic process of reviewing national standards that impact each curriculum area. Each curriculum area is revisited on a five-year cycle. Additionally, a values and attitudes component enables students to develop a critical conscience in each content area.

At each grade level, Cathedral School teachers have chosen to integrate technology into all areas of the curriculum. Their belief is that technology is a tool rather than a separate curriculum area and should be treated as such. Through the establishment of a flexible schedule for the use of the media center, the media specialist collaborates with each teacher to incorporate the use of technology for the completion of authentic tasks. Students locate information/reference materials and create multimedia presentations using appropriate software and hardware.

Cathedral School has great autonomy when it comes to the methods of instruction and the resources used to meet the curriculum goals and objectives as indicated in the following curriculum area summaries:

Mathematics: Curriculum is divided into five strands – the first four being content with the fifth strand being the processes used in each strand to reason mathematically. This strand includes problem solving, using strategies, and generalizing to other situations. An advanced math class is offered for 7th and 8th graders who are ready for the challenges of pre-algebra and algebra.

Science: Curriculum is divided into three broad strands – Life, Earth and Physical.

Students spiral up and back through the topics as age and skill allow them to delve deeper and broader into a topic. Young students use a thematic approach as a means by which to expand their background knowledge. All students participate in labs and/or other age appropriate hands-on activities. An annual science fair focuses on the use of the scientific method. Another activity that Cathedral School participates in is Science Olympiad. By placing in the top five regionally, they have qualified for state level competition for the last three years even though they are one of the smaller schools competing. In the spring of 2006, the team placed 9th in the entire state of North Carolina.

Social Studies: Students move through this curriculum area by enlarging the area of study from families, neighborhoods, and communities in the lower grades to North Carolina and U.S. history and world history. Geography, economics, citizenship, civics and governments are studied as well. Recently, the students participated in International Week. The sharing of cultures and customs of countries around the world helped the students appreciate each other and the diversity of their student body.

Foreign Language: Spanish is offered to all students in grades 5-8 with a bilingual teacher. Students in grades 7 and 8 have Spanish three periods per week. The goal is to teach not only the fundamentals of the language but also an appreciation for the Spanish speaking cultures around the world.

Music: All students take a weekly music class where they participate in both the study of secular as well as religious music. Music history is incorporated as they study composers and musical genres. Instrumental band, keyboards, hand bells and choir let students apply their skills and have opportunities to perform at school and church events.

Art: Art is also offered weekly and focuses on creating art by using the great masters for inspiration. Even the youngest students are aware of famous pieces of art through the teacher's exceptional use of technology to bring these works into the classroom via a laptop and projector.

2a. **(Elementary Schools) Reading:** Cathedral Schools reading curriculum looks different in each of the three clusters as students master skills needed to be successful at each level. Teachers understand where they and their students are in the continuum of skill acquisition.

In pre-kindergarten through grade two their focus is on “learning to read.” Students are acquainted with print concepts, letter sound recognition, sight vocabulary, an organized and sequenced approach to phonics that also benefits their ability to write fluently, vocabulary building and grammar rules. Even at this young age, students routinely compare stories and characters and respond to literature. Read aloud is popular as teachers model for students how to think about what they are reading and recognize and apply the rules of phonics and strategies for comprehension.

In grades three through five the focus is “reading to learn” with an emphasis on the type of reading skills needed to comprehend social studies and science material. Reading for information requires a specific set of skills. Students learn to outline and produce study guides. Novels play an important part in reading instruction and are used in literature circles. Novels are used to challenge small groups of readers who may be reading above grade level and also to supplement the work with a particular genre. For example, a fantasy unit may include the reading of The Borrowers. Students are taught the strategies of meta-cognition – making text connections, visualizing and inferring.

In grades six through eight the focus is on preparation for the academic challenges of high school and college. Students apply the skills of analysis, synthesis, and evaluation to literature selections and content area materials. Students summarize through outlining or the creation of a narrative to move through a selection. Vocabulary is developed through the learning of Latin/Greek roots to help students define unfamiliar words when context clues are not present or helpful. Vocabulary and writing prep for the S.A.T. is an important activity for all 8th graders. Also, the students are experts at diagramming sentences, a lost skill that actually makes them proficient writers.

2b. **(Secondary Schools) English:** N/A

3. **Religion:** “At Cathedral, we love God, learning and each other”. This is the schools motto and is recited every day at the school wide morning assembly. It sets a positive tone and reminds students about the Gospel mandate to love. As a Catholic school, their mission is to impart knowledge to their students of their faith traditions. The religion curriculum centers on the four broad areas of message, worship, community, and service. At each grade level students hear and read Bible stories, learn about the Mass as well as key figures such as saints, experience what it means to be a part of a school and church community, and have opportunities to take an active part in both class and school service projects. The children show their love for each other by fulfilling high expectations for their behavior and by older students being assigned younger students as “buddies” – where they can learn by example how to be a “Cathedral Knight.”

The following represents a brief sampling of concepts/activities involving religion instruction at Cathedral School:

PK-2nd: Students recognize that they are significant members of the school and church. Prayer is introduced, practiced and encouraged during the school day. Catholic students are well prepared to receive the Sacraments of Reconciliation and First Eucharist.

3rd-5th: Students are taught the Ten Commandments, Beatitudes and Corporal and Spiritual Works of Mercy as examples of how to tie scripture into everyday life. Expectations for behavior and personal responsibility and accountability are linked to these key concepts.

6th-8th: Students are expected to display a Christ-like attitude towards service, the love of others and respect for self. Concepts across the curriculum are interpreted through the Christian worldview theory of literary criticism. For example, in Shakespeare’s A Midsummer Night’s Dream, all the lover couples must be properly married according to the law, as well as properly matched, before the play can successfully conclude.

4. Instructional Methods: With ten grade levels represented at Cathedral School, there are many effective instructional methods used on a daily basis. Interestingly, teachers share with one another methods and techniques that work in their classrooms and then modify them so they can be used at different grade levels. Teachers can often be overheard saying, “Oh, that’s a great idea, I’ll have to try that with my class.” A terrific example of this is the use of “performance.” The youngest students are encouraged to act out a story, and throughout the grade levels students have many opportunities to perfect that skill. Teachers find that this method increases confidence and incorporates many skills, all of which are very useful in later life. The teachers also use “cooperative learning” in all subject areas. When walking through the building, you will always find a cooperative group somewhere whether in the 4th grade completing a math maintenance activity together or, as in 3rd grade, doing partner reading in the hallway to improve both fluency and comprehension. Another effective method is the use of review games to prep for upcoming tests. Students work hard to quickly get the correct answers for their team. Thematic instruction is common in lower grades, but the middle school teachers use it to their advantage as well. For example, when the 8th graders were discussing Shakespeare and the religious climate of the era in Literature class, they studied the Renaissance and Reformation in history. Research papers were written on the Elizabethan Era with specific reference to church history. The music teacher then introduced them to the music from A Midsummer Night’s Dream. Lastly, one of the most effective methods that the principal requires of the teachers is the notion that all students are actively engaged. There should not be passive learning but active involvement. If a student is doing a math problem on the board, then every child is working the problem at his/her desk as well. They like to say, “All students, all the time.”

5. Professional Development: The professional development of their teachers can be challenging because they are a small school in a small school system spread out over a geographically large area (the eastern half of the state of North Carolina). Regardless, the principal is determined to provide top quality professional development. The faculty feels an obligation to stay abreast on current best practices. In recent years, our faculty has done extensive work on “Teaching Reading in the Content Areas” and “Differentiated Instruction.” The principal evaluates teachers on their implementation of these practices during classroom observations. They have also studied Robert Marzano’s book What Works in Schools. Also, the faculty has taken on-line technology courses, which have helped meet different faculty members’ needs as to where they are in terms of computer competency. Teachers may also request to go to workshops that are paid for by the school, during school hours. When teachers return from workshops, they are required to share with the rest of the faculty what they learned, so that all can benefit from the time spent by one. The teachers often volunteer to serve on the diocesan curriculum revision committees. This involvement helps them become well-versed in the particular curriculum area under revision and that expertise benefits the students. The diocese offers an annual professional development day where teachers from across the diocese gather to hear key note speakers and attend break-out sessions. Locally, the teachers in Wake County also have an area in-service day as well as grade level gatherings where teachers can share what is working for their students at a certain grade level. It is with great dedication to their students and their profession that Cathedral’s faculty makes time for these learning opportunities. It is also necessary for them to reflect on the learning and make choices about what is appropriate for their students and what is not. With that done, then professional development becomes a very useful tool for student and school improvement.

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.

1. Private school association(s): National Catholic Educational Association (NCEA)
 (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 X No _____

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

\$ <u>4700.</u>	\$ <u>4700.</u>	\$ <u>4700.</u>	\$ <u>4700.</u>	\$ <u>4700.</u>	\$ <u>4700.</u>
K	1 st	2 nd	3 rd	4 th	5 th
\$ <u>4700.</u>	\$ <u>4700.</u>	\$ <u>4700.</u>	\$ <u>N/A</u>	\$ <u>N/A</u>	\$ <u>N/A</u>
6 th	7 th	8 th	9 th	10 th	11 th
\$ <u>N/A</u>	\$ <u>5700.</u>	Other (pre-kindergarten)			
12 th					

4. What is the educational cost per student? \$5523.
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$1737.

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 19 %

PART VII - ASSESSMENT RESULTS –

Cathedral School

Iowa Test of Basic Skills
 Form A, 2005, 2004, 2003/Form A/© 2001-2002/ Norms Fall 2000
 Riverside Publishing

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

	2005	2004	2003
Testing Month	October	October	October
Grade 8			
Reading	83	91	81
Mathematics	80	90	79
Number of students tested	16	24	20
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
African-American Students			
Reading	--	--	--
Mathematics	--	--	--
Number of students tested	<10	<10	<10
Grade 7			
Reading	85	87	92
Mathematics	77	82	88
Number of students tested	19	16	26
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
African-American Students			
Reading	--	--	--
Mathematics	--	--	--
Number of students tested	<10	<10	<10
Grade 6			
Reading	77	77	80
Mathematics	75	71	74
Number of students tested	27	17	17
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
African-American Students			
Reading	--	--	--
Mathematics	--	--	--
Number of students tested	<10	<10	<10

Cathedral School

Iowa Test of Basic Skills
 Form A, 2005, 2004, 2003/© 2001-2002/ Norms Fall 2000
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Scores are reported here as percentiles.
 No students are excluded from the test.

	2005	2004	2003
Testing Month	October	October	October
Grade 5			
Reading	89	84	86
Mathematics	84	85	76
Number of students tested	21	23	27
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
African-American Students			
Reading	--	--	--
Mathematics	--	--	--
Number of students tested	<10	<10	<10
Grade 4			
Reading	88	87	84
Mathematics	90	80	79
Number of students tested	18	20	25
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
African-American Students			
Reading	--	--	--
Mathematics	--	--	--
Number of students tested	<10	<10	<10
Grade 3			
Reading	76	88	82
Mathematics	77	89	80
Number of students tested	25	22	24
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
African-American Students			
Reading	--	--	--
Mathematics	--	--	--
Number of students tested	<10	<10	<10