

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
 Charter Title I Magnet Choice

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

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

School Mailing Address 510 Breckenridge Lane
(If address is P.O. Box, also include street address.)

Louisville Kentucky 40207-3833
City State Zip Code+4 (9 digits total)

County Jefferson State School Code Number* N / A

Telephone (502) 895-5122 Fax (502) 893-5051

Web site/URL www.ourlourdes.org E-mail laurag@ourlourdes.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* Ms. Leisa Speer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Louisville Tel. (502) 448-8581

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 Mrs. Susan Ely
(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.*

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
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 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. 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				7	22	24	46
K	14	22	36	8	23	33	56
1	27	22	49	9			
2	24	20	44	10			
3	18	28	46	11			
4	21	22	43	12			
5	23	26	49	Other			
6	29	23	52				

	TOTAL STUDENTS IN THE APPLYING SCHOOL →	421
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6. Racial/ethnic composition of the school:
- | | | |
|------------|----------|----------------------------------|
| | % | American Indian or Alaska Native |
| | % | Asian or Pacific Islander |
| 2 | % | Black or African American |
| 1 | % | Hispanic or Latino |
| 97 | % | 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: 0.95 %

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	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	421
(5)	Total transferred students in row (3) divided by total students in row (4)	.0095
(6)	Amount in row (5) multiplied by 100	.95

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Spanish and English

9. Students eligible for free/reduced-priced meals: 1 %
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: 8%
33 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>1</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>24</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>1</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>18</u>	<u> </u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support staff	<u>1</u>	<u> </u>
Total number	<u>32</u>	<u>2</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. 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	98%	98%	98%	97%	96%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	7%	4%	11%	11%	11%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A %				

PART III - SUMMARY

Our Lady of Lourdes is a fully accredited, K-8 Catholic elementary school located in Louisville, Kentucky. Founded in 1950, Our Lady of Lourdes has a rich tradition of Catholic education that it shares with its 421 students. Lourdes provides a caring community of faith that nurtures each child's spiritual, social, and academic growth. Lourdes is rooted in its mission to recognize the whole child by providing instruction that addresses the God-given talents of each child. A strong academic program supported by unique activities outside of the classroom gives students an opportunity to feel valued and to share their gifts with the community.

Lourdes' mission is exemplified daily through its engaged and active student body. Students are invited to come together in small groups that foster social awareness and enhance the self-esteem of each child. The unique School Families program, for example, unites the students in small groups of eight, with one student from each grade (1st-8th). At least once each month, the School Families come together to participate in service projects and to build a sense of community among the students. This year during just a few of the School Family activities, students filled gift bags for hospitalized children, gathered food for a local pantry, collected toys for homeless children in Nicaragua, and had a friendly competition during "Field Day."

In the Christian tradition, students at Lourdes reach out beyond the school walls and into the community. Throughout the year, classrooms organize such service projects as corresponding with homebound residents and gathering toiletries for the poor. This year, the Cantor Club, Spanish, and Art Clubs reached out to local charities and nursing homes, providing friendship and food to Cuban refugees, singing songs to the elderly, and creating a mural for a local mission.

The aim of each program at Lourdes is to help every student realize his or her potential. A variety of research-based instruction techniques are complemented by a unique variety of programs. For example, the new Pre-Kindergarten program addresses literacy at the earliest ages, and teacher assistants in grades K-3 provide daily one-on-one learning opportunities. At the junior high level, teachers have implemented single-gender classrooms in math and science with much success. The Media Specialist and Librarian supplement learning with special programs such as visits from Newbery Award-winning authors and computer-based phonics lessons. Every class meets each week with the full-time Spanish instructor who implements songs and technology in a conversation-rich classroom that promotes cultural awareness.

Teachers and staff take pride in the strength of these and many other school programs. Success is evident. In each of the last seven years, Lourdes' assessment results have placed the school in the top 10% in the nation in math. In five of the last seven years, Lourdes' scores in reading have been in the top 10% in the nation.

In addition to instructional programs, Lourdes recognizes that young people may be in crisis. A full-time counselor offers both individual counseling and small group programs to help children going through difficult periods.

Parents, too, work to build community. From organizing boys and girls "book clubs" in 5th and 6th grade, to helping support programs for children with special needs, parents are an integral part of the school's success.

Lourdes is blessed to have strong administrative leadership. An involved pastor and energetic School Advisory Council fully support the principal, whose day-to-day actions exemplify the high standards that

she has for the faculty and students. Almost one-third of Lourdes' current families are sending second- and third-generation students to the school. Clearly, the community recognizes the strength of the school. Lourdes is proud of its past but recognizes that its future relies on continued self-reflection and meeting the changing needs of its students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Lourdes administers the TerraNova, Second Edition standardized test published by CTB McGraw-Hill annually to all students in grades 3, 5, and 7. Because students take both the CAT Complete Battery Plus and the InView tests, Lourdes receives data regarding not only each child's achievement in reading, language, mathematics, spelling, science, and social studies, but each child's cognitive skills index, as well. The data that the school receives also lists Lourdes' test averages as national percentiles and Normal Curve Equivalent (NCE). The usefulness of the NCE, which is based on an equal interval scale that ranges from 1 to 99, is that this score enables Lourdes to make year-to-year comparisons of its assessment results.

Since Lourdes began administering the TerraNova/InView test seven years ago, Lourdes' assessment results have placed it in the top 10% in the nation in math every year and in the top 10% in the nation in reading for five of the last seven years. Notwithstanding this impressive precedent, Lourdes' current students appear to be some of its most successful, with the current 5th grade and the current 7th grade each having set five-year-high levels of achievement in 14 of the 28 TerraNova/InView subtests measured.

Each year, Lourdes' teachers compare obtained TerraNova/InView results to: (1) an individual student's prior obtained scores; (2) prior obtained scores for the same group of students in earlier grades; and (3) obtained scores for prior Lourdes classes at that same grade level. Doing so enables teachers not only to track an individual student's progress, but also to track performance of a class as each class moves through the Lourdes testing cycle. It also helps teachers and administrators to recognize the particular culture and ability levels of each class.

An examination of the assessment results of an individual class as they progress through the Lourdes testing cycle illustrates that the longer a student stays at Lourdes, the better are his or her assessment results. For example, while Lourdes' current 7th graders already had a Blue Ribbon-level composite reading score as 3rd graders, their NCE scores continued to increase, from 64.4 as 3rd graders, to 67.3 as 5th graders, and to 68.7 as 7th graders. Similarly, the NCE composite math score of these same students jumped from a Blue Ribbon-level score of 63.9 in 3rd grade, to 64.4 in 5th grade, and to 71.2 in 7th grade.

In addition to providing obtained scores, the TerraNova/InView results provide anticipated scores for both individual students and specified subgroups by comparing scores for students of similar age, grade, and cognitive ability (e.g., above average, average and below average). As a school, Lourdes' aggregate obtained scores exceed anticipated scores, with many Lourdes students achieving above their individual, anticipated achievement level. For example, at all levels, in all grades, Lourdes' students consistently perform above the anticipated level in math. Similarly, Lourdes' average and below average students consistently score at levels above those anticipated for their respective group.

2. Using Assessment Results:

While recognizing the consistent strength of its annual TerraNova/InView assessment results, Lourdes views them as an opportunity to address relative weaknesses. For example, Lourdes determined a few years ago that its 7th grade math computation scores, though solid, showed room for improvement. As a result, Lourdes placed greater emphasis on fundamental skills essential for higher success in math and increased reviews and assessments of computational work in areas such as fractions, decimals, and percents. Immediately upon implementation of this change, Lourdes saw, and has maintained in each of the 3 testing years since, a 6-point increase in its 7th grade math computation scores. Similarly, the faculty targeted 3rd grade reading scores for improvement by: (1) adopting the Reading First program, which involves a 90-minute block of sustained, language arts instruction; (2) implementing a full-day kindergarten and pre-K curriculum; and (3) increasing the Media Specialist's involvement in the literacy instruction of the K-2 students. As a result, students are immersed in literacy instruction at earlier ages and receive significantly more small-group instruction to build reading skills.

The same 7th grade math scores that led to a greater emphasis on fundamental skills were also a factor in Lourdes' decision to expand the specialty team-teaching approach used in the 7th and 8th grades to the 5th and 6th grades. The success of this change is apparent: the first class to have had such specialty team-teaching in both 5th and 6th grade achieved the highest math and reading scores ever for a Lourdes 7th grade class on the Terra Nova/InView.

Lourdes also uses its assessment results as an indicator of whether students are being appropriately challenged. For example, in response to a slight deficit between the anticipated and obtained reading composite scores of Lourdes' highest-ability students in the current 7th and 3rd grades, Lourdes established a school-wide goal to extend instruction to students with higher abilities in the classroom setting.

3. Communicating Assessment Results:

At Lourdes, teachers partner with parents to create the optimal learning community. Lourdes provides several avenues of continuing and open communication between parents and teachers throughout the year. In the beginning of the school year, the school holds a warm and welcoming Parent-Teacher Night that allows parents and teachers to communicate common goals and share ideas for the year. This event lays the groundwork for regular communications throughout the year. Parents are invited to call or email teachers with questions, thoughts, ideas or concerns. Most partner teachers share planning periods to better provide parents with opportunities to meet with whole teams whenever necessary. Parents may also, whenever necessary, take advantage of the principal's "open-door" policy.

Each week, student progress is shared through "Friday Folders." Three times per year, student-driven, PTS conferences are held in which all members of the student's educational team—the parents, the student, and the teacher—discuss the student's development. *The Bearcat Express*, the school's monthly newsletter, lauds students' academic achievements, sports achievements, and community service activities in its "Student Recognition" section.

The Our Lady of Lourdes hallways are decorated with framed, student art pieces. The Student Council's Spirit Director obtains information for school-wide announcements, whether it be on the football field or in the recent Governor's Cup competition. An end-of-the-year awards program is held to recognize students for their achievements. Lourdes also obtains local media coverage of significant student achievements, such as a local TV news station's segment on Lourdes' first-place finish in a math contest sponsored by Raytheon.

Assessment results are shared with the community in several ways. Parents receive their child's standardized test scores, and aggregate Archdiocesan scores are presented to the School Advisory Committee. In addition, information about Terra Nova scores, Duke TIP results, and other competitions are provided to prospective parents and other interested parties.

4. Sharing Success:

At Lourdes, when a program brings success, the idea is shared far and wide. Lourdes is a part of the Archdiocese of Louisville Catholic School System and a member of the National Catholic Educational Association. Faculty members are members of various professional and curriculum-specific organizations such as the National Council of Teachers of Math, Hoosier Area Science Teachers Association, and the Academy of Catholic Educators.

Many teachers, as well as the school guidance counselor, attend or present at school, archdiocesan and national conferences to share Lourdes' successes and stay abreast of best practices. Several faculty members have served on the various curriculum-writing committees for the Archdiocese or other school districts. They work to build core curriculum content with other teachers and share instructional ideas. In addition, Lourdes' teachers share successes with fellow teachers in Archdiocese of Louisville Exchange Groups.

The school schedule is devised to organize teachers' work schedules in ways to help them share knowledge of effective practices and discuss student successes. Most teachers share planning times with their partners or "teams," which provides daily opportunities to refine, apply, and share knowledge about effective practices.

The principal, who is the 2007 Archdiocese of Louisville Principal of the Year, is a member of the regional principals' caucus where principals within the Diocese meet regularly to discuss successful ways of implementing curriculum, policy, instructional and community service ideas. She attends diocesan board meetings where she reports on the successes of the school. She also serves as a resource to other schools as a facilitator for the Kentucky Non-Public Schools Association accreditation process.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Lourdes' curriculum is based upon the Archdiocesan Curriculum Framework established by the Archdiocese of Louisville. A number of Lourdes' teachers contributed to the development of the Archdiocesan Curriculum Framework, which is aligned with national standards and with the Learner Goals and Academic Expectations established by the Department of Education of the Commonwealth of Kentucky.

The **Language Arts** program aims to teach the skills of speaking, listening, reading, grammar, composition, non-verbal language, and research. These skills are integrated into the various academic areas. The goal is to provide students with skills that allow them to be successful and productive participants in their ever-enlarging society, at school and beyond.

As discussed more fully in Section V.3, the **Mathematics** program links skill development from kindergarten through 8th grade, and provides a proper balance among the three phases of development.

Mathematics learning is connected with the authentic, everyday experiences of the student. Eighth grade students take an Honors Algebra course, for which many of them receive high school credit.

Scientific literacy for students is the goal of the **Science** curriculum. The Science program combines the process skills of inquiry with content knowledge that results in an appreciation for science, its application to current, everyday life, and its value as a problem-solving tool. Students in 6th and 8th grades participate in the Lourdes Science Fair each year.

The **Social Studies** program is designed to help students understand themselves, their values, and the world around them. Particular emphasis is given to multicultural awareness, current events, and an appreciation of world culture. The program is interwoven with allied disciplines of anthropology, economics, political science, and sociology.

All Lourdes students receive 40-50 minutes of weekly instruction in **Spanish**. As a supplement to this weekly instruction, 7th and 8th grade students hone their Spanish conversational skills in a weekly foreign-language lab. The Spanish program provides students with instruction in speaking, listening, writing and reading. The goal is to build leaders in a growing, multicultural society. The foreign language curriculum meets the requirements of the NCLB-BRS program.

Lourdes has an integrated approach to **technology** as a learning tool. The Media Specialist provides instructional opportunities for students through computer-assisted learning and problem solving. Lourdes places special attention on the ethical use of increased communications technology. The **Librarian** works with teachers to supplement language arts lessons and to help students responsibly use the resources given them.

The **Art and Music** curricula provide each student with an immediate and long-term basis for creative thinking and expression. Visual arts, creative play, movement, instrumental playing, and drama promote appreciation of each child's own self-worth.

Lourdes' **Physical Education and Health** curriculum, an integral part of the school's total education program, emphasizes healthy practices and decisions and includes instruction in skill development and cooperative games.

The **Religion** curriculum stresses stewardship as a way of grateful living and provides students with a solid base of instruction in Catholic doctrine and tradition. Students receive instruction in the areas of family life as they pertain to the Church's moral and spiritual teachings.

2. **Reading:**

Lourdes' teachers incorporate reading into instruction in all content areas. The philosophy of the Reading First program – a block instructional program that includes reading, writing, speaking and listening – serves as the basis for Lourdes' holistic approach to direct reading instruction in the primary grades. Amidst language-rich environments filled with books, word walls, and class-produced stories, primary teachers help students acquire word-decoding strategies, such as the application of phonetic rules and structural analysis and the utilization of context clues. Both the Reading Specialist and the Librarian/Media Specialist are vital parts of Lourdes' literacy efforts. The Reading Specialist tailors twice-weekly instruction of K-2 students to each child's reading goals, while the Librarian/Media Specialist uses her weekly sessions with primary students to engage them in stories, implement literacy-based, instructional units, and teach important, but often overlooked, non-computer-based library research skills. First and second graders also develop strong phonemic awareness and strengthen language enrichment skills with Earobics, a computer-based instructional tool.

By reading novels as a class, students in grades 3-8 are able to examine themes, writing styles, and characterization more extensively. In the 7th and 8th grades, students focus on the interpretation and

understanding of literary classics in preparation for high school. Students in 5th and 6th grades participate in small group literature circles to share personal connections.

Reading instruction occurs in a number of innovative ways. Students work in large and small groups. At the pre-K through 3rd grade level, instruction includes many one-on-one opportunities with teachers as well as partner reading with peers. Classrooms are rich with center activities.

Parents also model a love of reading by sharing favorite books with students in the K-1 classrooms through the “Mystery Reader” program and by organizing parent-child “book clubs” to support reading for enjoyment. The result of this united effort on the part of teachers and parents has been the development of successful, independent readers.

3. Additional Curriculum Area:

Following its decision six years ago to implement an on-site Honors Algebra program, Lourdes revised its entire math curriculum in order to ensure that all of its students were receiving sufficient instruction in computation, problem-solving skills, and algebraic thinking. The result has been a seamless program in which students: (1) are exposed to early algebraic concepts, problem-solving and computation in K-3; (2) master increasingly complex concepts through middle school; and (3) ultimately, complete a full Algebra I course, on-site, prior to graduation.

Recognizing that no two students learn alike, Lourdes has supplemented its math program both in and outside the classroom. In the classroom, teachers incorporate technology into their lessons wherever possible, whether it be to demonstrate the practical applications of such software programs as Excel and Geometer’s Sketchpad or to promote logical thinking and the understanding of algebraic concepts by teaching computer programming. Outside the classroom, Lourdes offers remediation on a variety of levels, including daily, after-school math labs. For students who thrive in a competitive learning environment, there is the Math Counts academic team. The fact that young Lourdes alumni often return to assist in coaching the Math Counts team is a testament to Lourdes’ development of both a quality math program and quality students.

Typically, over 90% of Lourdes’ incoming Algebra I students choose to attend voluntary, end-of-summer sessions that review, and preview, those skills essential for success in Algebra I. Moreover, over 40% of Lourdes students qualify for the Archdiocesan Honors Algebra program. What began six years ago as the recognition of a need to provide an on-site Honors Algebra program at Lourdes has led to a coordinated effort to bolster math achievement at every grade level by developing the computation skills, problem-solving skills, and algebraic thinking of each student.

4. Instructional Methods:

Lourdes’ teachers set high, yet realistic, academic expectations for each student. Consistent with an instructional approach that incorporates the philosophy of differentiation and multiple intelligences, Lourdes offers a range of instructional strategies to maximize opportunities for student success. In addition to teacher-directed instruction, Lourdes’ students participate in learning centers, cooperative learning, the use of labs, and the use of manipulatives. Lourdes’ students also embark on planned community experiences that enable them to apply academic principles in a “real world” setting. For example, to better understand fractions, the 2nd graders take a field trip to a local pizza place, and the 6th grade unit on forces in motion culminates in an “outdoor classroom” program where the students measure the angles of roller coasters at a local amusement park.

At Lourdes, there is a heightened awareness of students with identified learning differences. Parents, teachers, and the school counselor work together to best support individual learning needs and integrate strategies and accommodations that help each child succeed. For example, as an aid to all students, but particularly to those with central auditory processing difficulties, each classroom is equipped with a sound field system. In response to studies suggesting that learning differences exist between boys and girls, Lourdes has implemented single-sex classrooms in junior high math and science in order to evaluate the benefits of this instructional setting.

Finally, technology is integrated with other curricular areas whenever possible. In addition to using technological aids such as the sound field systems, Lourdes' teachers regularly incorporate internet-based, interactive lessons, computer-based manipulatives, Smart Boards, independent computer research, the Earobics reading program, and software programs such as Excel and Power point into their daily instruction.

Teachers at Lourdes recognize that success breeds a love of learning. To help students succeed, students have opportunities to learn in many different ways.

5. Professional Development:

Lourdes' teachers are committed to lifelong learning. Faculty members average more than 15 years of experience, with 11 of those years teaching at Lourdes. More than two-thirds of the faculty has at least a Master's degree in Education, and some have post-graduate degrees in art therapy and in counseling. Some faculty members have diverse professional backgrounds, and the sharing of their experiences has provided an added dimension to the faculty's professional development.

The teachers are devoted to understanding the technique of differentiated instruction. Their goal is to meet the unique instructional needs of each child, at all levels of ability, in the whole-class setting. Another goal of Lourdes' teachers is the integration of technology in ways that develop a student's problem-solving abilities, help foster improved communication with parents, and increase instruction time by easing administrative tasks such as report-card generation. All classrooms have been redesigned to make effective use of computer-aided instruction.

To implement school-wide professional development goals, each teacher sets individual goals for the year that address one or two specific areas that the teacher wishes to study in the hopes of improving instructional skills. Accountability for achievement of these goals includes regular classroom observation by the principal and meetings with other faculty members to demonstrate individual progress. Peer observations, conducted at least twice each year, give teachers an opportunity to share techniques and collaborate on best practices. Teachers also gather ideas and network with others in Archdiocese Exchange Groups. Teachers understand their responsibility to share what they learn in professional development; a portion of every faculty meeting is devoted to this purpose.

The goal of faculty professional development is always to improve instruction and support higher levels of student achievement. This commitment to lifelong learning on the part of the faculty and staff has played an integral part in the tradition of success at Our Lady of Lourdes.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): Archdiocese of Louisville, National Catholic Education Association, Nonpublic Schools Commission
 (Identify the religious or independent associations, if any, to which the school belongs.)

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>4500</u> K	\$ <u>4500</u> 1 st	\$ <u>4500</u> 2 nd	\$ <u>4500</u> 3 rd	\$ <u>4500</u> 4 th	\$ <u>4500</u> 5 th
\$ <u>4500</u> 6 th	\$ <u>4500</u> 7 th	\$ <u>4500</u> 8 th	\$ <u>N/A</u> 9 th	\$ <u>N/A</u> 10 th	\$ <u>N/A</u> 11 th
\$ <u>N/A</u> 12 th	\$ _____ Other				

Note: Of the 421 students at Our Lady of Lourdes, only about 8% pay tuition. OLOL is a full stewardship parish, with education representing part of the parish's ministry for its members. Only students whose families are not members pay tuition.

4. What is the educational cost per student? \$ 4500
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ N/A

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 0 %

PART VII - ASSESSMENT RESULTS
OUR LADY OF LOURDES

Terra Nova, Second Edition
Form C, 2001
CTB McGraw-Hill

Scores are reported as percentiles (Median National Percentiles).

	2007	2006	2005	2004	2003
Testing month	March	March	March	March	March
Grade 7					
Reading	79	76	77	70	75
Mathematics	86	83	84	83	76
Number of students tested	46	56	56	51	53
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 5					
Reading	83	72	78	75	75
Mathematics	73	75	77	71	65
Number of students tested	48	46	46	54	51
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 3					
Reading	66	66	78	73	70
Mathematics	76	78	78	77	74
Number of students tested	45	45	51	48	51
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