

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Patricia McGann

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Our Lady Of Lourdes School

(As it should appear in the official records)

School Mailing Address 7500 Pearl St

(If address is P.O. Box, also include street address.)

City Bethesda State MD Zip Code+4 (9 digits total) 20814-3583

County Montgomery State School Code Number* _____

Telephone 301-654-5376 Fax 301-654-2568

Web site/URL http://www.bethesda-lourdes.org E-mail pmcgann@bethesda-lourdes.org

Twitter Facebook

Handle @bethesdalourdes Page https://www.facebook.com/ololbethesda Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent*Ms. Kelly Brannaman E-mail: branamank@adw.org

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

District Name _____ Tel. _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Angie Novak

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

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

**Non-public 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 (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 9 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	25	30	55
K	16	9	25
1	5	11	16
2	7	17	24
3	17	10	27
4	14	12	26
5	18	10	28
6	8	15	23
7	13	15	28
8	4	14	18
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	127	143	270

5. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 6 % Asian
 7 % Black or African American
 8 % Hispanic or Latino
 1 % Native Hawaiian or Other Pacific Islander
 54 % White
 24 % Two or more races
 100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1	267
(5) Total transferred students in row (3) divided by total students in row (4)	0.011
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
 0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 2

9. Students receiving special education services: 10 %
28 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>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>14</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 10:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	95%	97%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Our Lady of Lourdes School provides a solid foundation in the Catholic faith, fosters academic excellence, and educates children to be successful leaders who serve the world.

PART III – SUMMARY

Our Lady of Lourdes Catholic School is a parish school that serves 270 students from Pre-K through Grade eight. The school population reflects the diversity of Montgomery County, Maryland. The student population is ethnically, economically, socially and intellectually diverse. The school welcomes students of all abilities. Every day the students and faculty of Lourdes strive to live the motto of "Faith, Excellence and Service."

The parish was established in 1926 in Bethesda, Maryland by Father James J. O'Connor under the auspices of the Archdiocese of Washington. In the spring of 1940 plans for the three-story building now housing the school were begun in earnest. The project was completed in January, 1941, and in September of that year 236 students enrolled in the school, paying \$25.00 each. By 1955, enrollment had soared to 1,052 students. The School Sisters of Saint Francis from Glen Riddle, Pennsylvania staffed the school and lived in the new convent adjacent to the building until the mid 1970's.

The school building has evolved and expanded over the years, and now includes a state-of-the-art library media center equipped with 34 Mac-book computers, 22 iPads and iPad Minis, a Smart Board and a collection of 9,700 books. In recent years the school was rewired to accommodate wireless access, and Smart Boards have been installed in every classroom. An additional 32 Mac-Book computers are stored on the second floor of the building where they can be accessed by whole classes or individual students. Between 2005 and 2014 all classrooms were updated. Outdoors, a turf field and a SportCourt basketball court were installed. New windows were installed in the gym and air conditioning in the cafeteria. In the Fall of 2014 a large decked area was built outside the cafeteria, complete with two ramps for wheelchairs and strollers.

Some of the most memorable traditions of Our Lady of Lourdes School are those associated with community building and service to others. The morning prayer assembly is a favorite of children, teachers and parents. Even alumni will return to take part in the morning assembly where students make announcements about birthdays and lost teeth, pray for intentions, and say the Pledge of Allegiance. Each month begins with a different patriotic song, many of them with hand motions. The assembly closes with a joke of the day and a reminder to work hard and to laugh.

Students engage in service projects that have become strong traditions over the years. They collect canned goods during November, and they rake leaves in October. Students make sandwiches for the meals for the homeless that are held in the school cafeteria every Sunday evening. They fill huge boxes with Halloween candy for the soldiers at Walter Reed Medical Center. During the Advent season, children collect "Pennies from Heaven for Angels on Earth". The pennies have been used in the past to purchase a large cookstove for an orphanage in Kenya, and school and soccer supplies for children in Iraq.

One of the most unique aspects of this school is the inclusion of students with low incidence disabilities such as Down Syndrome, Autism Spectrum Disorder, and Cerebral Palsy within the classrooms of the school. The prevailing attitude of the faculty, students, administration, and parents is that each member of the community brings unique gifts to those around him, and that each member is equally important. Students with significant disabilities are included in classes and all activities. Resource teachers provide support within the classrooms so that all children can learn with and from their peers. If students require additional support, it happens during a specials period.

Respect for self and others is foundational to the success of the school. There is an acknowledgement that every child is a vulnerable child, whether he or she is identified as "disabled" or not. Collaboration and competition are blended in classrooms where students and teachers work toward the success of each and all.

Supporting this process are access to one-on-one instruction from resource teachers, an enrichment teacher, classroom teachers, and the teachers who staff the after-school Homework Lab four days a week. During the Lab small groups of grade level students meet in classrooms with teacher supervision, and complete their homework. All teachers are expected to have one scheduled after-school help session each week. The enrichment teacher collaborates with classroom teachers to provide students with opportunities to engage in problem-solving activities and experiential lessons that enhance the learning experience for all children.

During the final week of school, all students participate in enrichment activities. Students study photography, geography, hip hop dance or the origins of American music. They can visit and study the Washington monuments, discover the history of baseball and attend a game, or ride and build roller coasters. Students present their learning to visitors and parents on the last day of school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our Lady of Lourdes School follows the curricular standards set forth by the Archdiocese of Washington.

In Language Arts/Reading primary grades students learn in reading groups and centers-based classrooms. The teacher, para educator, resource teacher and enrichment teacher work with small groups of students. The students rotate from teacher to teacher, or remain with one teacher and rotate through stations addressing different skills. The "Treasures" reading series is used. Students in the middle and upper grades engage in group work and thematic, cross-curricular studies. English classes, focusing on language conventions and writing, meet five days each week, as do Reading/Literature classes. Students use the Pearson Common Core series supplemented with novels and anthologies. Writing is taught at all grade levels using a "Strive for Five" paragraph model. All writing assignments focus on the process: the use of graphic organizers, followed by rough draft, editing (individual and group), draft, additional edits, and a final paper. Students use writing rubrics based on the writing objectives.

In 2011, as a way of addressing gaps in grade level reading scores, teachers and administrators worked together to restructure the school day so that all students would receive a minimum of 90 minutes of reading instruction each day. The increase in instructional minutes was combined with additional support provided in the classroom for students with learning differences.

Primary grade instruction in Mathematics is based on the Saxon Math program. Teachers use a spiraling method of instruction that continuously reinforces previously learned skills, while introducing a new skill each day. Students in grades six through eight are taught in smaller groups in either the advanced Math class or the regular Math class. The advanced class moves very quickly, and the students are required to do a significant amount of independent work and homework. Placement in these classes is fluid from year to year.

In 2010, the Math program was reconfigured so that the same teacher teaches fourth and fifth grade students. That teacher also teaches the advanced Math class for grades 6, 7, and 8. In addition, all students in grades 6, 7, and 8 take Math six times each week. Math scores on the standardized tests and the HSPT have increased. One hundred percent of the advanced Math students in the graduating class of 2014 placed into advanced high school Math classes.

Social Studies classes are often taught in cross-curricular units with reading, and are supplemented with field trip experiences. For example, eighth grade students hear oral arguments in the Supreme Court of the United States each year. Students are taught about the social, economic and geographic aspects of cultures. Students study the components and characteristics of Maryland's and the District of Columbia's governments. An emphasis is placed on how past advances have led to today's developments. Students learn to use different forms of data to draw conclusions, and are taught the importance of being informed citizens. Eighth graders take Civics once a week.

In Science, students work collaboratively to make observations and gather data in order to draw conclusions about the physical world around them. Students may be asked to record the results of an experiment by writing about it, drawing it or making a chart or graph about their findings. Students at the youngest level are asked to classify information so that they may be better able to compare and contrast information. Field trips are used to enhance learning. For example, the middle school visits Calvert Cliffs so that they can gather rocks and fossils to study and classify. A highlight of the middle school science program is the annual Science Fair.

Pre-School

The full day Pre-K program prepares four-year olds for entrance to Kindergarten the following year. Our program focuses on developing the whole child in all areas – Social/Emotional, Cognitive Thinking and Communication Skills, and Fine and Gross Motor Skills. Our Pre-K students experience learning through

play and guided activities. Children build phonemic awareness and letter recognition through small group instruction on a daily basis. They explore oral language through plays, songs, story time, rhymes and chants. Students leave Pre-K able to identify and write all upper case letters and have a solid foundation in phonics. In Math, Pre-K students learn numbers 1 – 10 by playing games and hands-on projects. They learn how to sort and classify objects and how to recognize and extend patterns. They measure objects using non-standard and standard measuring tools. Science is explored through hands-on experiences learning about living and non-living things, observing plants and animals, changing seasons, the water cycle and weather. In Social Studies they learn about their families and their school and neighborhood communities.

2. Other Curriculum Areas:

Spanish: Our Lady of Lourdes School is in compliance with the program's foreign language requirements. Students at Our Lady of Lourdes take Spanish beginning in Kindergarten. Students in the lower grades have one 30 minute Spanish class each week, and middle school students have two 30 minute Spanish classes each week. Every year seventh and eighth grade students take the National Spanish Exam.

Music: Music class at Our Lady of Lourdes follows the Kodaly curriculum, focusing on musical understanding through folk song and dance. Students develop healthy singing habits, and learn to use various pitched and unpitched percussion instruments, analyze music by famous composers, complete short composition projects, develop a repertoire of hymns for singing at Mass, and perform at school events. Students in grades Pre-K through eight take music class once each week. Students in grades 2 through 8 participate in choir. The choir sings at nearby nursing homes and at various community events throughout the year.

Art: Students in grades Pre-K through eight take Art once each week. Art history classes correspond with the area of history the class is studying in Social Studies, eg. sixth grade students have been learning about World War I and World War II, and studying the Bauhaus movement in Europe. Art studio classes focus on drawing, painting, printmaking, mixed media and sculpture. Student art work is displayed throughout the school and in local libraries. Students reflect on and discuss works of art, and share their responses. They describe, research and interpret famous works of art and take gallery walks, where they can view and reflect upon their peers' artwork, giving specific feedback to the artists. Recently Pre-K students learned about the Sistine Chapel and Michelangelo, and they had an opportunity to lay on their backs and paint on paper that was taped to the underside of their classroom tables. While studying the culture of China, middle school students created plates in the Blue Willow style.

Physical Education: The objective of the Physical Education curriculum at Our Lady of Lourdes School is to develop movement skills, spatial awareness, lifelong physical fitness habits, and the ability to work within a group or team. All students participate in "healthy living" instruction, which addresses good nutrition and healthy eating habits. Students in grades K - 8 have an opportunity to participate in CYO sports programs in Cross Country, Soccer, Basketball and Track.

Technology and Library: Lourdes is a place where technology is seamlessly integrated into all aspects of everyday learning. The curriculum goals include the integration of library and technology resources into each student's day to produce a foundation for lifelong learning. All students attend Computer/Library class either once or twice a week. This class also serves as an opportunity to use the library and check out reading materials. The focus is on responsible use of technology, using technology in our studies to enhance comprehension and retention of information, and finding books that appeal to student interests and reading abilities.

All students participate in Religious education. Students in Kindergarten through grade eight attend Mass each Friday. Throughout the school year students participate in service projects.

Middle School Latin Enrichment: Middle school students have the option of taking Latin before school two days each week. The Latin class is taught using the Socratic method, and students study Latin as it applies to our own language and word origins. First and second year students take Latin I, and third year students take Latin II.

Writing Lab, Robotix and Grade Eight Civics: Students in grades 3 through 5 can enroll in an after-school, six-week Writing Lab taught by classroom teachers and administrators. Students in grades 4 through 6 can participate in an after-school Robotix program. Eighth grade students take one semester of Civics, one quarter of public speaking instruction, and one quarter of etiquette instruction.

3. Instructional Methods and Interventions:

Teachers at Our Lady of Lourdes School provide differentiated instruction and assessment for all students. Using the principles of Universal Design for Learning, students are exposed to the same content, and instruction is provided in multiple formats. Student projects and assessments may be differentiated according to the strengths and needs of individual students. Group work in the middle and upper grades allows students to learn from one another, and to collaborate on projects. Classroom read-alongs and in-class writing assignments provide students with the support they need in those areas. Resource teachers who work in the classroom provide the additional support and direction for students with special needs, while other students can consult with the classroom teachers. Different rubrics are created for students with different learning needs. While one student might create a Powerpoint presentation identifying the factors leading up to World War II, another student might be required to analyze those factors and discuss their impact on the War. Modified assessments for students who have visual processing difficulties might include two problems on a page in large print, while other students might answer 20 problems on a page. This accommodation, along with standing desks, rubber straps and velcro attached to desks, headsets to filter out extraneous noise and slant boards and squeeze balls for handwriting assistance provide students with equal opportunities to access instruction and demonstrate learning.

The enrichment teacher works with reading groups in the primary grade classrooms twice a week. She consults with teachers on the creation of leveled instruction and assessments for students who excel. She also pulls students who have mastered grade level content in specific subject areas, and they work together on extension exercises that challenge and engage gifted students.

All classrooms have Smart Boards, and teachers use Discovery Education to supplement classroom instruction. Students use the Smart Boards to demonstrate Mathematics problems and concepts, take virtual field trips, and play phonics and spelling games. All classrooms have access to laptop computers, iPads and iPad Minis. Students collaboratively research topics or work on in-class writing assignments, saving their work on flash drives so that they can complete the work at home.

All students in K through grade eight have an account with IXL, a computerized Mathematics review program that keeps track of the students' work and progress in Math. In addition, students in the middle grades use Wordly Wise online for spelling and vocabulary homework.

Students who have a diagnosed learning disability which makes it difficult for them to write, pick up a laptop or an iPad on their way into the classroom and use it to take notes and complete in-class assignments. Other students have their assessments read to them, and can record their answers using an iPad. Teachers use iPads and photo printers to create portfolios for younger students' parents, and teachers often take videos of particular lessons to send home.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

In 2010, the faculty and staff decided to address low Math scores on standardized tests. Teachers researched Mathematics curriculums, and best practices in Mathematics instruction. They adopted the Saxon Math program for the primary grades, and engaged in professional development with regard to the implementation and research behind the program. At that time, one teacher was appointed to teach grade 4 and 5 Mathematics and grades 6, 7 and 8 Advanced Mathematics. Additionally, all middle school students were scheduled for a sixth period of Math instruction each week, and all students were enrolled in IXL Math - an online skills reinforcement program. Primary students began receiving the recommended 60 minutes of Math instruction in the Saxon program. These changes in the Math program have effected a change in Math scores. They have increased at all grade levels. A gap between students with identified learning difficulties and students without learning disabilities still exists, however. This year, rather than pulling students out of Math classes to work with them in small groups or one-on-one, resource teachers and para educators are working with the students in the classroom. In addition, some students are required to attend Homework Lab, where they can complete their homework under the supervision of a teacher.

Reading scores over the previous five years have increased only marginally. However, in most cases, individual class scores increase significantly over the previous five years. For example, the 2014 eighth grade scored in the 81st percentile in 2014, the 71st percentile in 2013 and 2012, and the 65th percentile in 2011. In reviewing Scantron scores for 2013 and 2014, there is a significant gap in reading scores within some classes. This may be related to the number of students with identified learning disabilities and students who speak English as a second language in those classrooms. A number of students who speak English as a second language have parents who do not speak and write English fluently. Many of these students are now enrolled in homework lab, where they can receive assistance with their homework. Faculty members are currently exploring the possibility of a mandatory summer reading program for students scoring in the lowest quartile on the Scantron testing. Resource teachers are working in the classrooms with students who have significant language based learning disabilities, and a speech pathologist works in the school with four students who have language-based disabilities.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Teachers use traditional and nontraditional classroom assessments to determine mastery of material covered. They use a wide variety of formative assessments to drive instruction. Exit cards, thumbs up and down, pre-tests, pop quizzes, portfolios, and skits let teachers know if students have a grasp of the material they have been studying. Summative written or oral assessments and projects are used to allow all students to demonstrate their knowledge of the material.

Teachers in grades 2-8 use the results of Performance Series testing to explore, in depth, the objectives that students have met and not met. Because this test also provides teachers with lesson plans and assessments that address specific objectives, they can use those to target the objectives that are causing difficulty. Performance Series results are used to plan future lessons, and to revise lesson plans and instructional strategies if necessary.

Resource teachers use Read Naturally, the QRI and Phonographix to determine the reading level of children who are not responding as expected to traditional instruction in the classroom, or to determine the fluency and comprehension of students who appear to have mastered grade level materials and require extension activities. In the middle school, student writing is used to evaluate comprehension, language mechanics, grammar, punctuation, and writing fluency. Each quarter the Principal reviews a rough draft, second draft and final written product for at least three grade-level writing assignments. This practice was instituted to ensure that writing instruction was following a logical and consistent continuum from Kindergarten through grade eight. Middle school students participate in an annual Science Fair in which they have an opportunity to explore scientific theory, demonstrate their understanding of the scientific method, and communicate the

results of their experiments orally and in writing. During the fair students are interviewed by scientists and physicians from the nearby National Institutes of Health.

Performance Series test results for the Archdiocesan schools are made public by the Catholic Schools Office. The aggregate scores for our school are shared with parents at Back to School Night in the fall of each year. Parents of students in grades 2 through 8 receive a Performance Series report in May of each school year. This report includes data from the three testing dates, which provides them with information regarding their child's progress through the course of the school year. Parents of children in the PreK programs are advised of their child's progress at conferences with the use of a portfolio that contains work samples and photographs of their children working and participating in hands-on activities. Primary grade teachers provide parents with feedback using a weekly folder. All assessments are sent home weekly. Parents of students who are struggling in any given subject area and parents of students who are excelling in a given area receive Progress Reports at the mid-quarter mark. These reports indicate the area of difficulty or excellence and provide a specific plan for improvement or continued extension work. All parents of students in Pre-K through grade eight receive report cards quarterly. Students in middle school keep grade sheets for all subjects, and are responsible for sharing those grade sheets with their parents weekly. Teachers communicate with parents by email and in conferences. Parents or teachers may request a conference at any time, and these take place either before or after school.

Part VI School Support

1. School Climate/Culture

The climate at Our Lady of Lourdes can best be described as inclusive and welcoming. Every student, faculty member and parent is an integral part of the whole. The interconnectedness of adults and children of all ages is reinforced by the morning assembly. First graders may announce lost teeth, preschoolers may proclaim their juice days, fifth graders may ask for special prayers for family members, and eighth graders read the joke of the day. Everybody's birthdays get a round of applause. Success in the sports arena, musical accomplishments and visiting relatives all bring cheers. Periodically at the morning assembly, a student will be recognized with the "Blue Shirt" for exceptional leadership or character.

Students and adults alike enter petitions in the school prayer intention book located in the lobby. Eighth grade students lead the school in reciting the monthly prayer, saying the Pledge of Allegiance, and singing the monthly patriotic song. Students are reminded by the principal to make the most of each day by doing their best and treating each other with kindness. The morning assembly sets a positive tone to each day. As the assembly closes, all are urged to "Have a great day, work hard, and don't forget to laugh!"

Quarterly "Honors Assemblies" recognize students on the Honor Roll, and those who demonstrate exceptional character development.

Our Lady of Lourdes has 33 faculty and staff. They discuss issues, share concerns and celebrate successes at the weekly Wednesday morning Reflection and weekly faculty meetings. They are committed to creating an inviting and nurturing environment that will encourage and allow their students to reach their fullest potential. Faculty and staff build relationships that are supportive and collaborative. Teachers spend time together outside of school, and enjoy participating in annual events like the 5K race and Field Day together. Teachers are recognized for their accomplishments by administrators, with notes or gift cards throughout the year. Teachers are acknowledged in the weekly parent newsletter for their academic or artistic achievements, and each year one teacher is named as the "Teacher of the Year" at a Knights of Columbus sponsored event. At the end of the year, two or three teachers are recognized for their dedication, persistence and creativity at a luncheon for all faculty and staff.

There is a prevailing attitude at Our Lady of Lourdes that all children are welcome and receive instruction where they are- wherever they are-and teachers and parents work together to take them to the next level- whatever that might be. Our Lady of Lourdes celebrates the diversity of all members each and every day. This requires that all faculty and staff believe wholeheartedly that every child can be successful. Teachers at Our Lady of Lourdes School realize that the work they do requires creativity, persistence and flexibility.

2. Engaging Families and Community

The strategies that have been most successful to engage families and stakeholders at Our Lady of Lourdes involve partnering with local businesses and individuals with an interest in supporting Catholic education. Our Lady of Lourdes has taken advantage of school reward programs with local grocers like Giant and Safeway, in addition to national vendors like Amazon and Target. The money earned through these programs is used to purchase school supplies and to improve our school building. The annual Book Fair earns money that is put towards new books for our library and classrooms. Each year our faculty and staff partner with parents and the community to organize a family fun day. The Lions' Roar Kate Truax 5K race not only raises significant funds, but also serves to bring the greater community together for a day of fun for the whole family, a day that includes good food, a moonbounce, music and games along with a huge raffle.

The administration of Our Lady of Lourdes works to maintain relationships with current and alumni families. The Lourdes Annual Fund Kickoff Cocktail Party and Lourdes Silent Auction are opportunities to continue to build those relationships and allow many stakeholders to re-connect with the school. It is not uncommon for a parent who owns his own business to donate services to the school. In the spring of 2014 a

part-time development staff person was hired, and began the process of creating a database of alumni names and addresses. Work on updating that database continues. The first annual Our Lady of Lourdes Alumni Newsletter was mailed to over 3,000 homes in September of 2014.

There is always an event occurring at the school that benefits students. It may be Friday Fun Night, where games, movie and popcorn are available for the students, the Halloween Haunted House, Breakfast with Santa, or Pizza Bingo. Every year eighth graders visit The United States Supreme Court to hear a case and take a tour, and in recent years students have been invited to the White House to hear the annual State of Science and Technology speech. These trips were made possible by connections with parents and other stakeholders. Parents are appreciative of all that our school has to offer both during the school day and after hours, and they express their appreciation by assisting in the creation of community ties that will benefit the children.

3. Professional Development

Faculty members engage in ongoing professional development. At the beginning of each school year, teachers identify personal professional development needs and document their plans to address them. During the week before school begins, teachers and para educators engage in professional development regarding classroom management, communication techniques, community building, and subject strands through the curriculum. Teachers review the standards in small groups and present their concerns and ideas with regard to ensuring that objectives are introduced, reinforced, and assessed for mastery at all grade levels.

During the school year, faculty members are encouraged to attend at least one workshop or class of interest to them. The school pays for the cost of any workshop up to \$500. In addition, all teachers attend Archdiocese of Washington Catholic Schools Office professional development days twice each year, in the fall and spring.

During the summer, all teachers read a book that applies to their subject matter, educational pedagogy or methodology, or innovative research in education. During the first semester of the school year, teachers present book reports to their colleagues at Wednesday faculty meetings.

In the last 7 years all core subject teachers save one have been certified in the State of Maryland. One teacher is currently studying to be certified. Three teachers are studying for Masters Degrees in education, and six teachers currently have at least one Masters Degree. Several times a year, a retired teacher works with all faculty members who teach writing to review their instructional plans and provide them with feedback regarding assignments and lessons. This same retired teacher provides professional development to all faculty members twice each year. This year the focus has been on integrating the arts into core subjects. Each year for the past three years all faculty members have participated in a workshop that addresses adapting instruction, environment and assessment for students with ADD, ADHD, and dyslexia.

Teachers meet in grade level teams monthly to discuss subject matter alignment with the teachers in the grade levels above and below them. New teachers are mentored by two veteran teachers before school begins; they meet with their mentor weekly for the first month of school and bi-weekly for the remainder of the first semester.

The Principal reviews lesson plans weekly and provides direction and support to teachers individually as needed. Teachers complete a self-evaluation tool at the end of each semester, and review that tool and their professional development goals with the Principal, mid-year and in March.

The Principal also reviews all progress reports and report cards before they are distributed to parents, and meets with two teachers each quarter to discuss the teachers' use of formative and summative assessments during the previous quarter.

4. School Leadership

The Pastor is the Canonical Administrator of the school. The Principal of the school is responsible for the day-to-day operations of the school; staff and faculty development; spiritual and social culture of the school; curriculum development and implementation of the Archdiocesan Standards.

The Assistant Principal supports the Principal in day-to-day operations of the school. The Principal and Assistant Principal collaborate daily with regard to student academic issues, and both conduct weekly walk-through observations of teachers, and serve as advisors to all teachers. The Principal and Assistant Principal meet together with parents who express concerns about their children, and they collaborate to solve any difficulties between staff members, students, parents, or teachers.

The Pastor serves as an advisor to the Principal, as do the members of the Home and School Association Board. The Principal meets with the Board monthly to discuss plans, concerns and challenges. The Pastor supports the programs of the school, and is available to teachers, administrators, students and parents in times of need. Always supportive, the Pastor maintains a "hands-off" approach to the daily operations.

The Director of the Little Group and PreK program meets with the Principal weekly with regard to the preschool program. She conducts weekly meetings with the preschool teachers to discuss and plan upcoming instruction.

The Principal leads all Student Assistance Team meetings, and meets with grade level teams on a rotating basis. The Principal communicates with parents and other stakeholders weekly through a newsletter that is emailed and posted on the school website.

In 2006, a Strategic Planning Executive Committee (SPEC) was created. This committee included parents, teachers, administrators, the Pastor, and members of the Parish community. The SPEC members conducted the strategic planning process. The focus of their work remained on the newly created mission statement which states that "Faith, Excellence and Service" are the hallmarks of the school community. In the spring of 2015, a new SPEC will be created to begin the strategic planning process again.

The Principal is ultimately responsible for the school culture and environment. She serves as role model to teachers in interactions with children, parents and colleagues. She demonstrates her belief in the essential nature of the parent-teacher partnership by being readily available to parents, with an open door policy throughout the school day.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$7600
1	\$7600
2	\$7600
3	\$7600
4	\$7600
5	\$7600
6	\$7600
7	\$7600
8	\$7600
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?
(School budget divided by enrollment) \$7966
5. What is the average financial aid per student? \$2771
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 28%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Performance Series</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Mar	Mar
SCHOOL SCORES					
Average Score	75	85	77	79	71
Number of students tested	23	29	22	22	16
Percent of total students tested	100	100	100	100	95
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2009-2010 and 2010-2011 are Terra Nova Scores.
Terra Nova Scores are National Percentiles of NCE scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Performance Series</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Mar	Mar
SCHOOL SCORES					
Average Score	80	90	79	64	61
Number of students tested	30	22	21	15	21
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed					
Percent of students alternatively assessed				4	
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores for 2009-2010 and 2010-2011 are Terra Nova scores.
Terra Nova Scores are National Percentiles of NCE scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Performance Series</u>
Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Mar	Mar
SCHOOL SCORES					
Average Score	80	81	61	65	55
Number of students tested	25	23	18	21	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores for 2009-2010 and 2010-2011 are Terra Nova scores.
Terra Nova Scores are National Percentiles of NCE scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Performance Series</u>
Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	Jan	May	Mar	Mar
SCHOOL SCORES					
Average Score	81	73	69	67	68
Number of students tested	24	20	24	19	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: 2009-2010 and 2010-2011 scores are Terra Nova scores.
Terra Nova Scores are National Percentiles of NCE scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Performance Series</u>
Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>SCANTRON</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Jan	Jan
SCHOOL SCORES					
Average Score	81	81	65	86	77
Number of students tested	19	29	20	29	23
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed					
Percent of students alternatively assessed					1
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: 2009-2010 and 2010-2011 scores are Terra Nova scores.
Terra Nova Scores are National Percentiles of NCE scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Performance Series</u>
Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	Jan	May	Mar	Mar
SCHOOL SCORES					
Average Score	83	73	68	73	76
Number of students tested	26	22	30	20	30
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2009-2010 and 2010-2011 are Terra Nova scores.
Terra Nova Scores are National Percentiles of NCE scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Performance Series</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Mar	Mar
SCHOOL SCORES					
Average Score	73	85	77	73	60
Number of students tested	23	29	22	22	16
Percent of total students tested	100	100	100	100	95
Number of students alternatively assessed					
Percent of students alternatively assessed					1
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores for 1009-2010 and 2010-2011 are Terra Nova scores.
Terra Nova Scores are National Percentiles of NCE scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Performance Series</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Mar	Mar
SCHOOL SCORES					
Average Score	73	77	75	73	65
Number of students tested	30	22	21	15	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores for 2009-2010 and 2010-2011 are Terra Nova scores.
Terra Nova Scores are National Percentiles of NCE scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Performance Series</u>
Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Mar	Mar
SCHOOL SCORES					
Average Score	81	75	65	71	59
Number of students tested	25	23	18	21	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2009-2010 and 2010-2011 are Terra Nova scores.
Terra Nova Scores are National Percentiles of NCE scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Performance Series</u>
Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Mar	Mar
SCHOOL SCORES					
Average Score	78	73	71	67	75
Number of students tested	24	20	24	19	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2009-2010 and 2010-2011 are Terra Nova scores.
Terra Nova Scores are National Percentiles of NCE scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Performance Series</u>
Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Mar	Mar
SCHOOL SCORES					
Average Score	72	81	71	86	77
Number of students tested	19	29	20	29	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					1
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores for 2009-2010 and 2010-2011 are Terra Nova scores.
Terra Nova Scores are National Percentiles of NCE scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Performance Series</u>
Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Mar	Mar
SCHOOL SCORES					
Average Score	84	73	86	77	83
Number of students tested	26	22	30	20	30
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2009-2010 and 2010-2011 are Terra Nova scores.
Terra Nova Scores are National Percentiles of NCE scores.