

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Non-Public School - 13PV44

School Type (Public Schools): **Charter** **Title 1** **Magnet** **Choice**

Name of Principal: Dr. Betty Reynolds Ed.D.

Official School Name: Holy Rosary Academy

School Mailing Address: 190 Graylynn Drive
Nashville, TN 37214-2706

County: Davidson State School Code Number*: NA

Telephone: (615) 883-1108 E-mail: reynoldsb@holynosary.edu

Fax: (615) 885-5100 Web site/URL: www.holosary.edu

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

_____ Date _____
(Principal’s Signature)

Name of Superintendent*: Dr. Therese Williams Ed.D. Superintendent e-mail:
therese.williams@dioceseofnashville.com

District Name: Diocese of Nashville District Phone: (615) 352-7218

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: Mr. Bryan Bennett

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge 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.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 configuration includes one or more of 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 (AYP) or its equivalent 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, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

Questions 1 and 2 are for Public Schools only.

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SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	8	23
K	15	12	27
1	16	25	41
2	15	16	31
3	18	18	36
4	16	17	33
5	25	16	41
6	24	18	42
7	23	24	47
8	19	23	42
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			363

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
3 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
81 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 1%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1, 2011	364
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 2%
 Total number of students who qualify: 8

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%
 Total number of students served: 40

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>5</u>
Total number	<u>27</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

12:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	95%	95%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Holy Rosary Academy is a fully accredited Catholic, co-educational K-8 school located in Donelson, Tennessee. Holy Rosary Academy opened its doors on September 14, 1954. The school had five classrooms, four teachers, and one lay teacher for grades kindergarten through eighth. Holy Rosary has grown to become one of the largest schools in the Diocese of Nashville, accommodating over 300 students. The facility includes a gymnasium, music room, library, and computer lab. Accredited by the state of Tennessee, the Academy received accreditation from the Southern Association of Schools and Colleges in 1994.

The mission of Holy Rosary Academy community is to support and encourage the development of each child's unique set of God-given talents by providing a Catholic education grounded in Gospel values and committed to excellence. The Academy fulfills the mission of the school in partnership with parents, community, administration, and faculty. Parents at Holy Rosary Academy work with the administration to enhance students' educational experience. The Home and School Association has provided the Academy with funds for technology tools, playground equipment, and artistic programs. Parents have the opportunity to attend daily Mass with students, volunteer in various classrooms, and attend a variety of student programs. Faculty and administration communicate through weekly and bi-weekly homework and grade reports, Power School, Principal's Page and Friday Communication through the website. Parents may also access information on the school's website. The Viking Voice provides parents and community members with a more in-depth look at school events and programs every quarter. Parents are encouraged to communicate with teachers and administration concerning their students' academic and social well-being.

Students begin the morning watching a live broadcast from WHRA studio. The broadcast covers the day's news, events, and announcements. WHRA is a student-centered production with students in grades kindergarten through eighth grades participating. Broadcasts begin with a prayer and the Pledge of Allegiance. Every Thursday WHRA ends with the HRA student award announcement. Faculty, staff, or parents may nominate students who show **Honor, Responsibility, or Achievement** throughout the school year. Students who are chosen receive an HRA award and recognition on the broadcast. The student award theme changes yearly based on feedback from faculty.

The Catholic faith is central to the Academy's mission and to the school's beliefs. Students attend religion classes daily as well as attending Mass at Holy Rosary Church twice weekly. Masses are student-centered with each grade level contributing to the daily readings, music, and altar serving. Students in all grades create a special liturgy during the school year. Particular grade levels plan the entire Mass during their assigned month. Students may sing, perform skits, or recite poetry during the special Mass. Service to the community is an important part of our faith and the Academy's mission. Holy Rosary Academy students participate in several canned food drives both for the Ladies of Charity within the Parish community, and for the local food bank. The eighth grade students and their second grade buddies team up to make cards and fill bags and boxes for the local homeless population and soldiers serving overseas. Many students collect items and fill boxes for the holiday Samaritan's Purse Project. The Honor Society and Student Council raise money for schools in Haiti. Participation in these missions, and other community and national outreach projects, help develop individuals who understand the importance of a lifetime commitment to service and support to the global community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Holy Rosary Academy administers the Iowa Test of Basic Skills, Form A. This nationally standardized test is published by Riverside Publishing (2001) through the University of Iowa. In 2005, Riverside Publishing re-normed the test to reflect a higher standard. Holy Rosary Academy was selected to participate in this re-norming process. The test is administered in the spring to students in grades kindergarten through eight. The IOWA test provides the school community with data regarding student achievement in mathematics, reading, language, social studies, science, and sources of information. This test helps teachers plan for individual students' educational objectives and goals. The Academy's eighth grade students take the Explore Assessment through ACT. This test provides information to students in terms of their academic strengths and weaknesses as they plan for their high school education.

Student ITBS scores are recorded to show individual progress. The principal performs an historical analysis of individual classes as they progress through the grade levels. Additionally, scores by class, by grade, and by individual student are also analyzed to provide the data needed to drive instructional decisions. Once the analysis is complete, the information is given to the teachers with particular focus on their class performance and individual performance by student within each content area. All students are required to perform above the 50th percentile in all subtests. Teachers identify students who perform at or below the 50th percentile for specific instructional planning.

B. Test averages are listed as national percentiles. The percentiles compare a student's score with those of other students in the national norm group. The percentile indicates the percent of students in the national norm group that the student outperformed. Holy Rosary Academy uses the national percentile rankings to make comparisons from year to year. For the ITBS, the national average percentile rank is 50%. Holy Rosary Academy eighth graders ranked 79th percentile in mathematics in 2012, representing a significant increase from the 73rd percentile in 2008. The next significant gain occurred in eighth grade mathematics 2009 to 2010, in which the students demonstrated an increase from the 63rd percentile to the 75th. Notably, the 8th grade mathematics scores from 2008 to 2009 revealed a 10 point drop. This dramatic falling of scores prompted a complete re-alignment of the mathematics curriculum from kindergarten to eighth grade. In eighth grade reading, students scored in the 81st percentile, representing a strong increase from the 75th percentile in years past. Overall, eighth grade reading scores remained stable.

Seventh grade students demonstrated stable scores from 2008 to 2012 in both reading and mathematics. No statistically significant gains or losses were seen in the data for this group. Sixth graders demonstrated significant gain in reading from 2011 to 2012 from the 65th percentile to the 74th percentile. Reading scores for this group remained stable with no significant gains or losses seen in the data from 2008-2012. Fifth grade scores in reading increased from the 69th percentile in 2011 to the 74th percentile in 2012. Mathematics scores increased from the 67th percentile to the 72nd percentile. A significant drop in fifth grade mathematics scores occurred between 2009 and 2010, possibly due to a change in mathematics teachers. Students in third and fourth grades also demonstrated significant gains in mathematics and reading from 2008 to 2012, with the most significant gains occurring from 2011 to 2012. No significant losses in scores were seen in the data within these two groups.

Holy Rosary Academy students consistently outperform the national and local percentile rankings. High student achievement is evident in many areas outside of formal assessments. Students consistently win writing awards throughout the year, including poetry, short story, and essay contests. Our middle school math team has enjoyed a second place spot over the past several years in the Diocesan Mathematics Competition. Our advanced mathematics students test out of Algebra I in high school and are placed in Geometry or Algebra II as freshmen.

The common denominator for our success is the high expectations of the faculty and families and their commitment to a quality educational program that meets the highest standards of excellence. The educational program of the Academy provides all students with many opportunities to demonstrate their mastery of core knowledge and skills outside of formal assessments. Holy Rosary Academy actively promotes the use of innovative instructional materials, technology, and resources to support our learners. Every classroom contains an interactive whiteboard, and our school has Wi-Fi. Teachers are strongly encouraged to attend workshops and conferences in all content areas, but with particular emphasis on Mathematics. Monthly faculty meetings are dedicated to professional development. Our school employs a “train the trainer” model in which our teachers share new strategies and resources. Our faculty is committed to evaluation and re-evaluation of professional practices as part of our self-improvement program. These best practices, in addition to highly motivated teachers, students, and parents, provide an environment in which every student can succeed.

2. Using Assessment Results:

Holy Rosary Academy is passionate about helping students become successful learners. To that end, it is important for teachers to know what students know, understand, and are able to do. Achievement data from the Iowa Test of Basic Skills (ITBS), along with a variety of individual, group, and multi-dimensional assessments, provide a holistic picture of what students know and can do. Analysis and reflection of the data identify patterns of student learning, strengths and weaknesses, and evidence of growth.

Historically, ITBS results for mathematics clearly demonstrated an instructional weakness in mathematics computation and estimation. While the overall student performance was well above the national and local averages, they were the lowest scores across the grade bands. In response, the Academy launched a series of instructional strategies aimed at addressing this issue. In 2006, teachers of mathematics in kindergarten through eighth grades created a vertically aligned mathematics curriculum. In the process, the teachers discovered several gaps and redundancies in mathematics core knowledge that were occurring throughout the grade bands. Once these areas were identified and addressed, instructional strategies targeted those areas and significant gains in mathematics on the ITBS were demonstrated.

The Academy’s commitment to continuous improvement did not end there. Individual student performance data is examined with the specific goal of identifying those areas of weakness. Any student in grades one through eight who scores at or below the 50th percentile in any of the subtests of the ITBS receives an instructional target plan. The plan outlines the instructional strategies the teacher will employ to help that student grow. The instructional target plan lists specific methods and strategies that involve the classroom as well as strategies that parents can use at home. Teachers meet with the student’s parents to discuss the instructional plan. For example, teachers will provide math manipulatives with instructions for parents to use at home with their child. One second grade teacher taught her parents how to do paired-reading and “play” with the punctuation to change the “sound” of the sentence. Parent and student discuss how the meaning changes when the punctuation changes. This is wonderful support for a child who struggles with punctuation and reading fluency.

Teachers and parents work together to make the changes necessary for the student’s success. All instructional plans are revised each quarter of the school year to identify those practices that worked and those that did not. Teachers meet with the teacher one grade level below and one grade level above their particular class. They identify the learning needs of the child and ask for strategies that were successful with that particular student. The result has been significant growth by individual students on the ITBS and other assessments, significant professional growth for our teachers, and a greater sense of involvement and shared responsibility for learning between students, teachers, and parents.

Effective communication between parents, students, teachers and the school community are critical for our success. Our school website serves as a main information conduit for our parents and local community. The Student and Family handbook outlines expectations for student behavior, dress, and

grades is available to view and download online. Weekly communication, flyers, and any other “handouts” are also available to view and download from the website. Holy Rosary Academy uses an online student database in which parents may see their child’s grades in all core subjects. Parents can communicate with teachers and administration through email as well as through the telephone.

Holy Rosary Academy enjoys a robust relationship with the Academy’s Home and School Association. The Home and School Association (HSA) serves the parents and the school. The HSA promotes the school’s mission through fundraising, school facilities improvement projects, and generates positive relationships between parents and the school. The principal communicates information about test scores to the parents through monthly Home and School meetings.

Student achievement is the hallmark of any school’s success. The Academy is always proud to recognize those students who achieve above and beyond our expectations. Each semester, all students in kindergarten through eighth grades attend Awards Day with their teachers. Parents and special friends are invited to these events. Students are recognized for achieving Honor Roll and High Honor Roll, turning in their homework 100% of the time, and for various other academic, artistic, and athletic successes.

3. Sharing Lessons Learned:

As a part of the Diocese of Nashville, Holy Rosary Academy has the opportunity to share and collaborate with many other schools. The administration attends monthly meetings with principals and administrators from various schools in the Diocese. These meetings give schools the chance to share ideas, lessons, and programs. Faculty members have opportunities to meet with other diocesan teachers during in-service and workshop sessions. Level and grade specific meetings are held at different schools throughout the year. This enables teachers to gather new ideas and methods. Holy Rosary Academy faculty members have served as presenters and facilitators at diocesan workshops as well as national and local conferences.

Faculty members have been chosen to participate in diocesan curriculum mapping, as well as vertical team seminars. Due to extensive work in the area of curriculum and curriculum mapping, several faculty members serve as facilitators. Teachers from several diocesan schools bring best practice and curriculum knowledge to monthly meetings in order to strengthen the diocesan curriculum.

Many of our faculty members serve on the Southern Association of Colleges and Schools (AdvancED) review teams and as team facilitators. Team members observe and share new ideas with schools throughout Tennessee and surrounding southeastern states. Teachers and students benefit from the exchange of new ideas and best practices.

Through the Academy’s website, teachers communicate success stories and share information. The website offers the opportunity to share with a wider range of educators. Each teacher has an email address. Many faculty members use distribution lists as a way to contact teachers within the diocese for grade and subject related advice and news.

4. Engaging Families and Communities:

Holy Rosary Academy has shown improvement over the past several years as we continue to work on involving the community and families in meaningful partnership. We work with several community partners, such as the Knights of Columbus, Deloitte and Touche, Wilson Bank and Trust, and Donelson-Hermitage Chamber of Commerce. The local chapters of the Knights sponsor our annual school picnic. Families and community members gather for food, games, Mass, and fellowship. Community organizations and members of the Holy Rosary family are frequently invited to HRA for guest lectures, Junior Achievement, and special events. During our annual Catholic Schools Week Celebration community members are invited to Celebrity Reader Day, Grandparents' and Special Friends' Day, and

Parents' Day. This week begins with an all-school Faith Rally. Students and faculty prepare activities, programs, and a special Mass for school volunteers.

Our Holy Rosary Home and School Association has continued to grow over the past several years. Parents expressed interest in finding ways to involve and reach out to more community members. Administration, faculty, and parents came together to plan social events, fund raising projects, and Home and School Meetings that would appeal to all aspects of the community. Home and School sponsors an annual Viking Smashball Tournament open to all members of the community. They sponsor ice cream socials, movie nights, Spring Gala and Silent Auction, and other social events. The Home and School played an integral role in raising funds for our computer lab, science lab, and our new playground.

Special events are planned throughout the school year. During the month of November, veterans throughout our community visit and speak with students. Each month a specific grade level plans and participates in a Special Liturgy. Students and teachers work together to plan music, Mass parts, and a special presentation for an all-school Mass. As always, parents, parish, and community members are invited to attend. A brunch is provided for all families and friends each month. In addition, we celebrate several national awareness events, such as National Red Ribbon Week and Earth Day.

Students, parents, and our parent coaches volunteer throughout our community. Our sports teams help clean up and beautify local park areas. HRA sponsors a float in the Donelson Christmas Parade. Our cheerleaders and football players look forward to participating each year. Students collect mittens, hats, and gloves for local families. We also partner with several local food banks, holding several food drives throughout the year. Students and families support our communities through volunteerism and contributions.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum of Holy Rosary Academy is based upon the Diocesan Curriculum Map established by the Diocese of Nashville. The Diocesan Curriculum Map is aligned with the national, state, and diocesan standards.

As a Catholic school, religious instruction is included on a daily basis. The religion curriculum is based on the foundation of the Catholic doctrines, values, and traditions. Sacramental preparation is included in the second and eighth grades. Students in grades two through eight participate in the Catholic Family Education Program, *Fully Alive*, in addition to using standard religious text and curriculum.

Students receive instruction in all of the following curricula areas which ensures that each child at Holy Rosary Academy will acquire the knowledge and skills needed for success. The language arts program is very strong which is indicated by high scores on both the ITBS and the TCAP Writing Assessment. The Academy uses *Vocabulary Workshop*. This program stresses spelling, vocabulary, and proper grammar. Teachers in all subject areas acknowledge the importance of writing skills. Writing assignments and research skills are taught and used throughout the curriculum. Teachers and students are encouraged to use the library as an extension of the classroom.

The social studies program includes the study of history, government, community, and geography. The Academy uses *Steck Vaughn: Maps, Globes, Graphs* program in addition to the *Harcourt Brace* series. Tennessee history is introduced in the intermediate grades and studied more in depth as the students continue through middle school. The school provides students opportunities to travel to Colonial Williamsburg, Washington D.C., and Tennessee sites for first hand historical experiences.

The Academy's science program engages students with hands-on activities and lab work. The Academy provides teachers with the necessary science tools and equipment to supplement the curriculum. Teachers have access to telescopes, video microscopes with *Motic* software, and classroom computers with internet access, projectors, and Smart boards. Teachers are given instruction on the use of the equipment for teaching and learning. Science classes take field trips to the Chattanooga Aquarium and Land between the Lakes for environmental studies.

Spanish is taught to students in prekindergarten through eighth grade. Students in primary grades are introduced to Spanish language and culture through basic vocabulary development, songs, games, and conversation. More formalized instruction begins in the fifth grade. Students in the intermediate and middle school use textbooks and project based learning to study written and oral language along with the Spanish culture. Intermediate and middle school classes meet twice a week. Eighth grade students meet three times per week. Students are prepared for advanced placement coursework upon entering high school. Holy Rosary Academy is in compliance with the program's foreign language requirements.

Our fine arts program includes band, choir, art history, art, and music classes. All students meet once a week for music instruction. Students at all grade levels also attend physical education, computer, and library classes. Physical education classes meet between two and five times per week. Physical education focuses on living a healthy life through proper exercise, eating nutritious foods, and practicing healthy habits. Computer and library classes meet once a week. Classes focus on research skills, internet safety, and the joy of reading. These support classes are included in the Diocesan Curriculum Map. The Academy has full time, certified teachers for all support classes.

Holy Rosary Academy's mission is embedded into all facets of the curriculum. It is learned, it is applied and it is celebrated. The administration and faculty work to align the goals of the school with the mission in order to meet the needs of the whole student both spiritually and academically.

2. Reading/English:

The administration and faculty selected the *SRA Open Court Reading Series* as the primary reading program. The foundations of the series are phonics, reading fluency, decoding, and comprehension. Students, beginning in prekindergarten, are exposed to a balance of both non-fiction and fiction selections with an emphasis on informational text. Teachers incorporate art, drama, and real world events to engage students in reading. Fifth grade students participate in a rodeo while reading stories of the Wild West. Middle school students create skits and costumes to showcase literary themes. Connections are made across the curriculum with emphasis in science and social studies.

Primary levels enrich curriculum using *Hot Dots*. This program provides students the opportunity to practice fundamental reading skills. Students work independently as visual and auditory feedback is immediate and positive. Primary level students also use *Reading Keys* to reinforce basic reading skills. Enrichment and supplemental programs are carefully selected by grade level leaders. Faculty members choose fiction and non-fiction selections to provide enrichment for students in grades four through eight. Novels relate to other areas of the curriculum. For example, eighth grade students read *Night* by Elie Weisel as they study the Holocaust in history class. Vocabulary, grammar, and decoding are studied using *Vocabulary Workshop* published by *Sadlier-Oxford*.

The Academy supplements the reading program with *Accelerated Reader*. This program provides both remedial and enrichment opportunities for all students. *STAR Reading* is used to assess student growth. Scores are reviewed and analyzed. Teachers decide on an appropriate individualized reading plan. Information and scores are shared with parents during conferences.

Students in every grade visit the library at least once a week. Classes are scheduled as part of the school week. Students may check out books at any time during school. The library has a collection of over 11,000 books and 18 student magazine selections for the students' enjoyment. Teachers may also schedule additional library time for research and reading.

The administration and faculty at Holy Rosary Academy is advancing with educational changes in English Language Arts as we prepare our students for becoming purposeful, responsible citizens in the twenty-first century. We continue to move towards full implementation of Common Core Standards by the 2014-2015 school year. Professional development and work sessions for teachers are now in place as we look to prepare students for future success.

3. Mathematics:

Holy Rosary Academy provides a rigorous mathematics program for all its students. The program provides every student with the opportunity to develop proficiency in all areas of mathematics. Students develop fluency in basic computational and problem-solving skills, communicate and reason effectively in mathematics, and make connections among mathematical ideas and across the curriculum.

In kindergarten through fifth grades, teachers employ a variety of instructional strategies to meet these goals. *Harcourt Math* is the textbook series used in kindergarten through fifth grade. Primary level teachers provide daily opportunities for exploration of mathematical relationships using standard manipulatives and other materials. Students at this level acquire foundational mathematical skills by discovering the relationships between their real world experiences and numbers. Activities such as counting, creating patterns, and exploring mathematics through literature enable students to easily transition to more abstract concepts. Intermediate grades four and five continue to explore these

relationships as they transition from concrete concepts to more abstract representations. Students in grades four and five share the same teacher in mathematics. Looping the students in this manner provides consistency of instructional delivery between the two levels. Computer programs *Accelerated Math* and *MathFacts in a Flash* provide additional support.

Middle school students in grades six through eight enroll in Pre-Algebra. Students receive a high quality level of instruction presented at a developmental place. Advanced mathematics students enroll in Algebra I.

Holy Rosary Academy is deeply committed to excellence in mathematics. Mathematics teachers in grades kindergarten through eight developed a vertical team that refined the curriculum to insure alignment with national and state standards. The purpose was to identify and eliminate any gaps and redundancies in the mathematics curriculum, resulting in smoother transitions between grade levels.

4. Additional Curriculum Area:

Our mission is to encourage the development of each child's unique set of God-given talents. In that light, students have many opportunities to develop academically and artistically through the fine arts curriculum.

Holy Rosary Academy employs a full-time music teacher. Students study music theory along with learning to play a variety of instruments through hands-on instruction. Students appreciate the history of each instrument they play. They play recorders, African drums, guitar, and piano. Through a donation from a local music venue, the music room has 35 guitars. Our students played these guitars at a performance at the Grand Ole Opry in Nashville. Our instruments are donated by the local community. Students play at weekly Masses and in seasonal concerts. Our choir students participate in local area Christmas programs.

Our school has a concert band. Students learn to read music and play an instrument of their choice. In band, our students work collaboratively and effectively with one another to produce beautiful music. The band performs at HRA pep rallies, school concerts, and local community events.

Students participate in the drama and forensics. Students practice during the school day and after school in categories such as acting and interpretation, along with several speech categories. Forensics students participate in diocesan and community tournaments. Drama students perform a school-wide production each fall. Besides acting, students also build sets, work with lights and sound, and choreograph dance numbers. Through drama and forensics, students display initiative, plan, organize and complete tasks fostering personal dependability and responsibility.

Students write, edit, and speak when participating in our live broadcast of school news through WHRA. Students collaboratively produce, direct, and anchor the broadcast. WHRA provides a unique way for our students to apply these essential reading and writing skills. Students read a variety of text and summarize it to communicate the important news of the day. Middle school students practice their technology skills working the digital cameras, lights, and sound equipment.

Students enjoy visual arts, art history and media classes. They participate in several community art and writing competitions throughout the year. Student art is displayed in area libraries, banks and community centers. Our second graders hold an Art Fair and Sale as a fundraiser for Vanderbilt Children's Hospital. Artistic enhancement funding enables us to host local artists and writers to provide enrichment for our students through community outreach programs.

5. Instructional Methods:

Every student at Holy Rosary Academy learns and grows in different ways. The administration and faculty research best practices, use data and assessments, and recognize students' learning styles. This creates an environment that is conducive to every child's needs.

Direct teaching is often used to introduce a specific topic or unit. Lessons may also be introduced using video and curriculum clips through a school subscription to *United Streaming*. Classrooms are equipped with televisions connected to a networked workstation computer with internet access. Every classroom is equipped with Smart boards and LCD projectors. Teachers may initiate small group discussions or break into cooperative learning groups to develop critical thinking skills. Students develop social and oral skills with group presentations and projects. Each level has a digital camera and video recorder. Teachers assign role play and skits. Students record and edit their productions.

The faculty is committed to planning lessons that consider learning styles and multiple intelligences. Faculty and administrators plan meetings with parents and county personnel to write individual learning plans for students. Rubrics help students monitor and improve their performance by clearly stating expectations.

Teachers have access to different teaching tools that enhance their teaching methods. Textbooks are reviewed on a three-year cycle to enable students and teachers to have up-to-date material. Teachers use the library as an extension of their classroom. Students use library resources to prepare projects and presentations.

Students and faculty learn and grow together in an environment that is safe and value-oriented. Students know that every teacher will go the extra mile to help them become successful, well-rounded learners, both spiritually and academically.

6. Professional Development:

The administration at Holy Rosary Academy and the Diocese of Nashville provide faculty and staff members with many high quality professional development opportunities throughout the year. The Diocese holds several conferences as well as hands-on working sessions. These working sessions provide teachers a forum in which they can discuss and brainstorm current educational topics. The Diocese of Nashville has a part-time Director of Professional Development on staff. The Director frequently surveys the faculty of diocesan schools for feedback and suggestions when planning workshops.

Teachers at the Academy are required to attend two professional development sessions per month. These sessions include guest speakers and professional presenters. Topics range from current health and safety issues to technology training to enhance classroom learning. Workshops may be held in the computer lab for hands-on training sessions or in the library. The Academy has a technology coordinator who offers the faculty small group and level specific sessions when introducing new software and technology tools. These sessions take place during level planning meetings or after school. National and local conferences are attended on a regular basis by the faculty and staff.

Staff development is an important part of Holy Rosary Academy's commitment to lifelong learning. The administration believes teachers must continually renew and energize themselves in order to provide students with a dynamic learning environment.

7. School Leadership:

Our mission impels Holy Rosary Academy's commitment to growth in teachers, and students, and the community. The leadership philosophy embraces the school's primary stakeholders as an integral component to the functioning of the school.

Holy Rosary Academy is a member of the Donelson-Hermitage Chamber of Commerce and the Nashville Hispanic Chamber of Commerce. The principal represents the school by attending meetings and events. Holy Rosary Academy participates in community events and the school enjoys a mutually beneficial relationship with area businesses. The administration of the school encourages student participation in these events to promote civic responsibility. Community businesses are welcome to participate in school events.

The principal recognizes that parents are a vital resource. The key to a successful and productive relationship is meaningful communication and participation. The principal communicates to the parents that the school belongs to them by engaging parents in the decision-making process. We understand that student achievement increases as meaningful parental involvement increases. For example, a committee consisting of the principal, a teacher leader, and several parents reviewed the school safety plan. The resulting work of this committee led to a new, improved plan that addresses student safety concerns. The principal trusts the parents and community leaders to bring in new ideas to student learning. Parent members of the technology committee are piloting a program to integrate iPad and tablet technology into second grade classrooms.

The principal promotes the development of teacher and student leadership. Teachers are supported in their endeavors to lead in various capacities. The Principal's Advisory Committee (PAC) consists of teachers who lead curricular departments and grade levels. PAC members participate in the decision-making process. Teachers serve and chair committees that influence the operation of the Academy and the accreditation process. New ideas promoted by teachers are encouraged by the Academy's principal. Student achievement is influenced by the administration's support of teacher leadership.

Students with high levels of school involvement experience positive student achievement. The Student Council involves students at all grade levels to influence life at school. Both the HRA Student Council and the seventh and eighth grade Honor Society promote a strong sense of ownership among the students. Holy Rosary Academy is their school, and they are encouraged to "see a need, and meet it".

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$4750</u>	<u>\$4750</u>	<u>\$4750</u>	<u>\$4750</u>	<u>\$4750</u>	<u>\$4750</u>
6th	7th	8th	9th	10th	11th
<u>\$4750</u>	<u>\$4750</u>	<u>\$4750</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
12th	Other				
<u>\$</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$3999

5. What is the average financial aid per student? \$248

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

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

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, Level 9/2001

Publisher: Riverside Publishing

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	74	73	70	67
Number of students tested	34	43	45	53	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV44

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A. Level 9/2001

Publisher: Riverside Publishing

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	67	69	67	68
Number of students tested	34	43	45	53	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, Level 10/2001

Publisher: Riverside Publishing

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	65	67	65	73
Number of students tested	44	46	46	44	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV44

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test Of Basic Skills

Edition/Publication Year: Form A, Level 10/2001

Publisher: Riverside Publishing

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	73	70	69	74
Number of students tested	44	46	46	44	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV44

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, Level 11/2001

Publisher: Riverside Publishing

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	72	67	65	73	68
Number of students tested	45	50	45	56	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV44

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test Of Basic Skills

Edition/Publication Year: Form A, Level 11/2001

Publisher: Riverside Publishing

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	69	70	73	70
Number of students tested	45	50	45	56	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, Level 12/2001

Publisher: Riverside Publishing

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	72	70	78	75	76
Number of students tested	49	41	57	52	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV44

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A. Level 12/2001

Publisher: Riverside Publishing

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	65	73	72	70
Number of students tested	49	41	57	52	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV44

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, Level 13/2001

Publisher: Riverside Publishing

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	77	80	78	75
Number of students tested	43	54	49	59	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV44

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, Level 13/Riverside

Publisher: Riverside Publishing

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	76	77	73	78
Number of students tested	43	54	49	59	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV44

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, Level 14/2001

Publisher: Riverside Publishing

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	75	75	63	73
Number of students tested	51	50	55	53	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV44

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, Level 14/2001

Publisher: Riverside Publishing

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	75	75	73	75
Number of students tested	51	50	55	53	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV44