

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. Mary Alice Zettel

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

Official School Name Saint Mary Academy

(As it should appear in the official records)

School Mailing Address 11311 Saint Mary Lane

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

City Prospect State KY Zip Code+4 (9 digits total) 400596544

County Jefferson State School Code Number* 056275122

Telephone 502-315-2555 Fax 502-326-3655

Web site/URL http://www.saintmaryacademy.com E-mail mazettel@saintmaryacademy.com

Twitter Handle @StMaryAcademy Facebook Page http://www.facebook.com/SMALouisville
my KY 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.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Leisa Schulz E-mail: lschulz@archlou.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Louisville 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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Tony Hans
(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.

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

**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):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- 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. 4 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	33	43	76
K	31	29	60
1	32	28	60
2	30	30	60
3	30	28	58
4	30	29	59
5	27	30	57
6	26	27	53
7	24	21	45
8	30	28	58
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	293	293	586

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 5 % 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	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1	571
(5) Total transferred students in row (3) divided by total students in row (4)	0.014
(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: N/A
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 8

9. Students receiving special education services: 10 %
57 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>0</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>28</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u>12</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>2</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalent (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	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 25:1

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	97%	97%	97%	97%	97%
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: Students are educated in a holistic atmosphere that fosters academic excellence and develops students to be responsible, moral members of their church and community.

PART III – SUMMARY

The mission of Saint Mary Academy is to educate students spiritually, academically, emotionally and socially. Through a curriculum rooted in the teachings of the Roman Catholic faith, students are educated in a manner which fosters academic excellence, provides a supportive atmosphere, and develops students to be responsible, moral members of their church and community.

Saint Mary Academy is a Preschool-Grade 8 Regional Catholic School located in Prospect, Kentucky. The school, established in 2007, was a merger of two Catholic schools that were experiencing declining enrollments, financial concerns, aging facilities, academic resource challenges, and outdated infrastructures. A new school building was constructed and completed in 2009. The enrollment has increased from 350 students in 2007 to 586 students in 2013.

The philosophy of Saint Mary Academy espouses success for all students; this is achieved through differentiation of curriculum and programs that support the whole child. Curriculum is differentiated according to data collected from assessments, daily learning activities, beginning-of-year mastery assessments, and student evaluations. Program supports are based on grade level, student plans, individual strengths, potential for growth and interests.

Students benefit from tiered classes in math and differentiated groupings in math and reading, writing, science, social studies, and religion. Students attend co-curricular classes in Art, Library, Music, Physical Education, Spanish and Technology weekly; eighth graders have Spanish and Algebra daily. In addition, Enrichment Programs involve students in Gifted and Talented Educational Seminars (G.A.T.E.S.) and events, Catholic School Academic Leagues, the Duke University Talent Identification Programs, and Governor's Cup Competition events.

Students, depending on their grade levels, may participate in a wide range of extra-curricular activities. Preschool students are paired with a “Big Buddy” at the beginning of the school year to help acclimate them to the formal school experience. Primary students participate in “Minds-in-Motion”, a program designed to improve visual/auditory processing and motor skills. Athletic skill building and teams start forming in kindergarten. Opportunities such as Chess, Robotics, Choir, Archery, and Academic Teams are available at the intermediate levels. Kentucky Youth Assembly and Kentucky United Nations Assembly are examples of middle school offerings. Performance opportunities are offered beginning in Preschool.

Saint Mary Academy is led by a collaborative team of visionary educators. The Principal was recognized as a National Distinguished Principal by the U.S. Department of Education, the National Catholic Education Association, and the Archdiocese of Louisville. The Principal has 17 years experience as a principal and 15 years experience as a classroom teacher. The Vice-Principal previously served 21 years as principal, 4 years as vice-principal, and 14 years as classroom teacher. The Counselor is a registered Art Therapist with 15 years experience and frequently supervises new counselors in the Archdiocese. The Learning Differences Coordinator was recognized by the Catholic Education Foundation with the Ulmer Award, by the Archdiocese of Louisville as Teacher of the Year, and as the 2013-2014 recipient of the Irene Casey Inclusion Award. The Learning Differences Coordinator brings 13 years experience to this role and 16 years as a classroom teacher. This team meets weekly to ensure that Saint Mary Academy is educating the whole child.

All teachers are degreed and certified; 79% of the teachers at Saint Mary Academy have obtained Masters Degrees or beyond. One hundred percent of our Instructional Assistants in Grades K-8 are degreed, many in the field of education.

The Stewardship Program focuses on outreach to the greater community of Louisville, KY and our global society. Each grade explores a particular social need, creates a reflection journal, educates others, and participates in outreach opportunities to support related organizations. When students graduate from Saint Mary Academy, they potentially have a portfolio of nine different outreach experiences.

The school has implemented programs including the 1:1 technology initiative and the Reader's/Writer's Workshop Approach to enhance each child's academic experience. Technology integration is embedded in all areas of the curriculum.

With the approval of the Board of Directors, a new music room was constructed. Funds were also allocated for additional personnel, classroom resources, and the technologies needed to educate future leaders.

Effective communication is a priority. Weekly newsletters are emailed to all stakeholders - parents, grandparents, prospective families, parish leadership and staff. A webpage, Facebook page, Twitter account, Sycamore (the web-based student information system), and weekly parish bulletin expand communication to the community. An Annual Report is shared with all stakeholders.

What marks Saint Mary Academy as a school of excellence are the following strengths: collaborative, visible and visionary leadership, talented, exemplary and dedicated educators who develop 21st Century learning skills, human and instructional resources, comprehensive integration of technology, rigorous and relevant academics, meaningful traditions, extra-curricular activities for all, ongoing professional development, project-based learning, and extensive community and parental involvement. The school just completed its first five-year cycle of accreditation; all instructional goals were achieved.

Saint Mary Academy is a young school with an "old soul."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Saint Mary Academy follows the Archdiocese of Louisville Curriculum Framework, which is aligned with national standards and with the Learner Goals and Academic Expectations established by the Commonwealth of Kentucky's Department of Education. Common Core Standards and 21st Century Learning Skills are incorporated in all content areas.

Language Arts: Reading, Writing, Word Study/Vocabulary Research has shown that reading/writing skills are the foundation of all learning. Every teacher is considered to be a reading/writing teacher. Reader's/Writer's Workshop Approach allows teachers to foster a love of reading, develop comprehension of informational text and fiction, enrich vocabulary, and stimulate writing skills. In addition to the traditional components of this approach, the primary level added the Daily Five, ensuring direct teaching of foundational skills for phonics and spelling.

Research indicates that volume reading is a strong indicator of student success. Students participate in the Million Minutes of Reading Program Challenge. Primary students read 20 minutes nightly, and students in Grades 3-8 read 30 minutes nightly as they strive to read a million minutes for the year.

Students in Grades 3-8 study Greek and Latin roots and apply these roots in vocabulary development. The literacy program includes "harvesting" words from across the curriculum; these are then applied in student writing.

The writing program follows the Reader's/Writer's Workshop model. Students learn grammar/mechanics within the context of their own writing. Students share writing daily in classrooms and with outside audiences through activities such as Young Authors, classroom-sponsored coffee house events, daily blogs, reader's theatre, and essay contests.

The Resource Teacher works in collaboration with the classroom teacher to provide extra practice, remedial work, and enrichment activities. This integrative approach in language arts allows for differentiation and creativity in the curriculum.

Mathematics: The mathematics curriculum emphasizes the mastery of a variety of skills designed to make math relevant and ensure readiness for Algebra I in eighth grade. Teachers plan instruction based on pre-assessments. Those who have achieved mastery for the assessed skills work on enrichment activities, while others receive additional instruction.

Students use a variety of tools to aid in mastery of math concepts including: manipulatives, graphing calculators, web-based tutorials and programs, drill/practice math games, and student-produced projects.

Beginning with third grade, students are grouped into tiered math levels. Placement is based on standardized testing, classroom assessments, performance and may be adjusted to meet students' need.

Science: The Science Program encourages a discovery, project-based approach. Students learn content and make real-world connections. The curriculum is enriched through activities such as an on-campus garden with monthly classes with Master Gardeners, a middle school Science Fair (with judges from the scientific community), participation in a Regional Science Fair, and a school-wide recycling program. The third and fifth grades have implemented the NEED (National Energy Education Development) Project curriculum, which includes monitoring the energy needs of the school building. A representative group traveled to Washington, D.C. to present at the NEED conference.

Interactive labs enable students to master academic standards. Technology provides virtual labs, research opportunities, reinforcement and illustration of complex concepts.

Students learn how to engage in scientific discussions, record data, and demonstrate proficiency through projects, presentations, experiments, and written assessments. Students work in tiered groups where they receive scaffolded supports according to their mastery of content.

Social Studies: The Social Studies curriculum covers a multitude of topics including American and World history, geography, economics, government, and current events. Students cover a variety of concepts including cultural diversity and how systems work. Students are able to connect these complex topics to their everyday experiences. Students are led to understand how historical events connect to current happenings. Instruction includes application of information using maps, graphs, and databases to draw conclusions regarding trends and to answer questions using higher-order thinking skills.

Students participate in community-based events including Geography Bee, 4-H demonstrations and speeches, field trips to historical sites, and mock elections. Service outreach programs help students understand the needs of, and make connections with, our global community.

Collaborative groups are assigned with differentiated learning targets, thus meeting the needs of all students. Formative and summative assessments are given to students to ensure they are acquiring needed foundational skills. Students demonstrate mastery through outcome-based projects, models, re-enactments of historical events, and written assessments.

Preschool: A state-licensed preschool program is offered for three and four-year-old children. The goal for all students is mastery of foundational skills in reading/writing readiness, number recognition/manipulation, and the exploration of concepts in science, social studies and religion. Preschool students attend resource classes and all-school events. Emphasis is on cognitive, physical, social and emotional development. There is a collaborative effort between preschool and primary teachers to align academic standards.

Staff members monitor skills closely and assess individual student development, progress, and readiness to advance. Data suggests a strong correlation between preschool attendance and success in kindergarten.

2. Other Curriculum Areas:

Arts (Visual): Students in PreK-Grade 8 attend Art class each week for 50 minutes. The visual arts curriculum is aligned with the Archdiocesan Visual Arts Curriculum Standards. The elements and principles of art are taught by exploring various mediums and techniques in the fine arts, including clay, textiles, wire sculpture, paints, oil pastels, papier-mache, graphic design, study of artists and artistic genres/techniques. The art teacher works in collaboration with other classroom teachers to integrate curriculum. Examples include student application of map-reading skills to design a globe project and incorporation of math skills to create a one/two point perspective drawing. Every student exhibits at least one artistic piece in the annual Art Fair.

Music: The Music Program reaches PreK-Grade 8 students weekly for 50 minutes. The content is based on both Archdiocesan and national MENC standards. Students learn music through authentic experience by playing instruments and reading notation at varying levels of difficulty. Listening skills are reinforced by developing an appreciation for, and understanding of, classical music. In PreK-Grade 2, students play pitched and non-pitched percussion instruments; in Grades 3-5, students play recorders; in Grades 5-8, students play ukuleles. Technology often plays a key role, whether it is in composing/analyzing music through various software and hardware, participating in interactive music education games, or analyzing and manipulating sound waves.

Starting at Grade 3, students have the opportunity to join the school choir that performs at weekly church services. They may also audition to be a cantor starting in Grade 5. Each grade level is featured in an annual performance as follows: PreK-Grade 3: Christmas Program; Grade 4: Veteran's Day Program; Grade 5: Lenten Program; Grades 6-8: Music Showcase.

Physical Education: Students in PreK-Grade 8 attend Physical Education class each week for 50 minutes. Following Archdiocesan standards, the broad goals of physical education are lifelong fitness, wellness,

sportsmanship, health and safety, rules of play, and personal hygiene. During class, students work on improving physical fitness levels, fostering teamwork/cooperation, learning the importance of a healthy diet, as well as developing fundamental ball, locomotor, and manipulative skills. Whole class and small group games, centers, and individual instruction are incorporated into each lesson. In addition, students participate in daily recess and a 10 minute supervised Walking Program. The Physical Education Guide to core content, standards and outcomes is used to ensure that students acquire the essential skills and knowledge needed to be successful in the class and, most importantly, to be fit for life.

Technology: Students in PreK-Grade 8 attend technology class in the Chromebook lab for 50 minutes each week. Technology instruction has three purposes: to improve and expand activities in the curriculum that relate to specific areas of instruction, to develop problem-solving skills by introducing students to technology and technological applications in order to prepare them for the next level, and finally to equip and educate students about internet safety, their digital footprint and their responsibilities as Digital Citizens. Focus is placed on the use and integration of technology in all aspects of the curriculum through cross-curricular projects that promote using technology and information resources for problem-solving, critical thinking, and decision-making.

In addition to weekly classes, teachers and students use technology daily to expand all areas of the curriculum. Students learn and utilize cloud computing on a daily basis with Edmodo and Google Apps for Education. Technology allows teachers to differentiate instruction to reach various learning styles and ability levels, to support creativity and project-based learning, and to facilitate communication between home and school.

Spanish: Saint Mary Academy is in compliance with the Blue Ribbon Program's foreign language requirements. The Spanish curriculum allows students to communicate in Spanish through listening, speaking, reading and writing and is aligned with Archdiocesan foreign language standards. This is accomplished through direct instruction, cultural immersion, international awareness, and the use of technology-based classroom strategies that include eTextbooks, on-line interactive educational websites, and class content delivered through interactive iPad tablet applications. The Spanish program supports advanced placement in high school, and the curriculum is differentiated to meet the needs of all learners. Eighth grade students have Spanish class every day for 50 minutes, and students in PreK-Grade 7 meet weekly for 50 minutes.

3. Instructional Methods and Interventions:

The philosophy of Saint Mary Academy is that all students have individual strengths, potential for growth, and learning preferences. Teachers gather and use authentic data to design whole group instruction, differentiated skill groups, independent and tiered projects, and one-to-one teaching. Enrichment and re-teaching are interwoven in all learning.

All teachers receive continuous professional development on utilizing Bloom's Taxonomy and developing learners/leaders for the 21st Century who can explore, discover, problem-solve, collaborate, and effectively communicate and support knowledge and ideas. Pre-assessments and on-going formative assessments drive instruction and daily learning activities. Student supports are scaffolded according to their abilities and learning needs/styles. Teachers employ best practices to ensure student achievement.

The school follows the Archdiocesan Protocol for meeting the needs of students who begin to struggle or have a diagnosed learning difference. Individual 504 plans, with input from parents, teachers, students, and community professionals are developed. Progress is monitored closely, and plans are revised as needed.

Homework and assignments are posted online. Teachers also post lectures, slides, and additional resource materials, rubrics, and notes. A daily homework hall is held for middle school students who need academic assistance. Many teachers offer individual tutoring before/after school to support student learning.

The Administrative Team, the Resource Teachers, Instructional Assistants (Grades K-8), and Parent Volunteers directly support student learning. Web-based sources, community resources and professionals

further enhance the educational experience. Guest speakers, field trips, and collaborative educational ventures, e.g., Gardening, Recycling, Stewardship, and Energy Projects, along with Science and Art Fairs, positively impact student learning.

iPad, iPod, and Learn Pad carts can be checked out by individual classrooms for whole group, small group and individualized learning. The school's 1:1 technology initiative began this year with individual iPads for all 6th grade students. Seventh and eighth graders have designated iPad carts for their use. An IT support person was added to staff this year, allowing additional time for the Technology Teacher to collaborate more in the classroom, coach teachers, as well as hold large group instruction in our Chromebook lab. In addition, students are allowed to use their own devices according to established guidelines. All classrooms have sound amplification systems and Smartboards. These technologies enhance learning and achievement for all students by addressing their individual learning preferences. Students are able to explore concepts in greater depth, experience remediation in a variety of forms, and demonstrate creativity in project-based learning.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Faculty and Administration continually work to improve the curriculum by analyzing data from standardized test scores each year. From the inception of Saint Mary Academy Regional School, standardized test scores improved overall each year from 2008-2012. In 2012-2013 there was a dip in standardized test scores in grades three, five, and seven. During that year, an unusual number of health and personnel issues necessitated staff restructuring. Upon evaluation, it was determined these factors negatively impacted test scores, faculty and staff morale, student performance and motivation.

Over the summer and throughout the 2013-2014 school year, the Administration and Faculty engaged in a systemic review of the testing data and input gathered from multiple sources. The following steps were implemented to improve student academic performance: adoption of the Million Minutes of Reading Program, further development of students' test-taking skills, critique of assessments for inclusion of higher-order thinking skills, review of instructional best practices with emphasis on increased academic rigor, and advancement of students' reading stamina. Staffing changes were implemented, and Administration and Faculty engaged in intense reflection leading to problem-solving and the formation of a cohesive team with improved motivation and morale.

To better motivate students, the following incentives were used: school-wide assembly, a principal 'pep talk' visit to each testing classroom, notes of encouragement from a "buddy" throughout the testing period; hallways and lockers decorated with motivational slogans; and 'goodie' bags distributed to test-takers. The entire school celebrated the improved scores.

The 2013-2014 Terra Nova standardized test scores verified our efforts to improve student academic performance. Third, fifth and seventh grade students' Obtained Scores were higher than their Anticipated Scores in Reading and Math. The Mean Scale Scores returned to, or exceeded, expected levels for students at Saint Mary Academy.

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

Student assessment of targeted learning goals is a continuous process. Teachers gather a wide range of authentic data. Ongoing assessments help plan next steps in instruction, diagnose individual student needs, and provide valuable feedback about mastery of content. Formative and summative assessments vary according to learning targets. Examples include: pre-tests, graphic organizers/surveys, admit/exit slips, independent/small group work, lab experiences, performance events, written analysis, and unit tests. Teachers use the data from their assessments to inform and differentiate instruction for individual students and small groups to better ensure mastery for all.

At the beginning of school, students in Grades K-4 are individually assessed for reading comprehension and fluency. Students in Grades 5-6 are assessed in small groups and a writing component is added at this level. Individual intervention plans are developed for students achieving below grade level expectations. Enrichment opportunities are provided for high-achieving students.

Each year data from standardized testing is analyzed to track the performance of each class and to evaluate curriculum resources and instructional methods. Analysis has led to specific program enhancements. The Reader's/Writer's Workshop Approach was implemented systemically to enhance reading and writing fluency. Greater attention was given to math groupings and differentiation of instruction to ensure concept mastery. More teachers began to offer before/after school tutoring, and a Homework Hall was added for middle school students. As a result, the school has seen consistent advancement in scores and overall achievement.

Partnership with parents is integral to success for all students. Weekly feedback on progress is communicated through the web-based information system, and phone calls/conferences, when needed, keep

parents abreast of student performance. Standardized testing results are shared with each child's parents. Student academic success is also conveyed through weekly newsletters, parish bulletins, and the Louisville newspaper.

Part VI School Support

1. School Climate/Culture

Saint Mary Academy is a PeaceBuilders® school. This program incorporates six principles: praise people, give up put-downs, seek wise people, notice and speak up about hurts, right wrongs, and help others. The program gives students and staff a common language to resolve conflicts. Class meetings are held to address concerns of students.

Supports and programs are designed to build leadership skills and meet the needs of students. For example, Big Buddies work with preschoolers regularly, primary students participate in Minds-in-Motion, and social skills are strengthened through programs planned by the Counselor. Intermediate students begin limited changing of classes and broaden their community connections through programs like Junior Master Gardener and the school-wide recycling program. Middle school students are given expanded leadership opportunities, responsibilities, and privileges, e.g., changing classes independently, serving as morning greeters and participating on welcoming committees at school events. Students participate in a House Program, which promotes school spirit, teambuilding, interaction with other grade levels, and educational opportunities. These students initiate and implement school-wide activities.

A student from each homeroom in Grades 3-8 who demonstrates consistent effort, positive attitude, appropriate behavior, PeaceBuilders® Principles, and Christian values is honored as a Monarch Award winner each trimester.

Incentives are given to help motivate students during standardized testing, as part of the Million Minutes of Reading program, during fund-raisers, and in classrooms to reward academic effort and appropriate behavior. Middle school students are rewarded with House points for supporting various community events.

Saint Mary Academy has a full-time Counselor, a Curriculum Resource Coordinator, and a Learning Differences Coordinator who assist students to reach their highest learning potential through emotional and academic support. Faculty and staff are supported by Administration, PTO, parents, and parish leaders.

A variety of social opportunities are offered for our students, including homecoming, fall festival, class parties, field trips, extra-curricular activities, leadership and team-building retreats.

The teachers are praised and recognized in the Principal's weekly memo for ways they have contributed to school community, goals and initiatives. The Administrative team meets monthly with all PLC teams and has an open door policy to address staff concerns. A Community Building Team coordinates activities to boost morale and celebrate staff. The PTO shows appreciation with personal gifts, luncheons, and monies for classroom supplies. The staff celebrates various milestones throughout the school year including beginning and ending-year events, holiday luncheons, and special occasions.

2. Engaging Families and Community

Saint Mary Academy embraces a systemic team approach involving students, parents, administration, faculty, volunteers, and community professionals to ensure student success and continued school improvement.

Parents actively participate on the Board of Directors and are welcomed volunteers in the school. Exit surveys are distributed to parents. Interviews with graduating eighth graders and alumni gather information to evaluate current programs.

Teachers communicate daily with parents regarding student progress and classroom activities through web-based sites, blogs, and weekly newsletters. Two formal parent-teacher-student conferences are conducted

during the year, with an optional third conference at the end of the year offered to create learning plans for the summer.

The Parent Teacher Organization conducts fundraisers to support goals and initiatives and ‘fun’raisers to build community. The PTO sponsors and organizes multiple events that benefit students and staff such as the Back-to-School Social, Health Screenings, and Monarch Mile.

Community members from service organizations are invited to speak with students. A Rwandan refugee shares his experiences of genocide in his homeland. Representatives from local service agencies address the plight of the homeless.

Professionals from the business community enrich the learning by sharing experiences and expertise. A Bellarmine University Assistant Professor works with the faculty to support implementation of best practices, mastery learning, and 21st Century learning skills. A community partnership with the Greater Louisville Medical Society, University of Louisville, Jewish Hospital, and the Louisville Science Center provides the opportunity for seventh graders to attend a closed-circuit viewing of open-heart surgery, followed by discussion with the surgical team.

Grants have been received from Louisville Community Foundation, Catholic Education Foundation, McDonald’s, and other donors to provide tuition assistance, support for the 1:1 technology initiative, robotics equipment, etc.

Information sessions and tours are conducted for prospective families. Feedback is gathered on a regular basis. Surveys are sent to all stakeholders and faculty. Parents are invited each trimester to share ideas, offer suggestions, and voice any concerns.

The Principal sends a weekly newsletter to current, extended, and interested families to share information, recognize accomplishments, and highlight current initiatives. The school webpage is updated weekly. Parents and community members are always welcome to attend the many school-sponsored events, such as: open houses, Meet Your Teacher Day, New Family Orientation/Ice Cream Social, Homecoming/Fall Festival, weekly Mass, Grandparents’ Day, Thanksgiving Luncheon, class performances, pep rallies, Talent Show, Field Day, fundraisers, and Academic Awards Day. Each team and every partnership empowers students.

3. Professional Development

Saint Mary Academy faculty engages in continuous professional development, striving to ensure the goals of overall school improvement and academic success for each student. Teachers participate in a variety of PD opportunities including the following: partnership with Bellarmine University; participation in, and presentations at, the Summer Institute sponsored by the Archdiocese of Louisville, and at regional Archdiocesan special trainings, both involving national presenters; seminars presented by school staff including the IT coordinator, technology coordinator/teacher, and curriculum resource coordinator; and peer-to-peer cooperative learning experiences.

In preparation for the implementation of a 1:1 technology initiative, Saint Mary Academy middle school teachers attended The Technology Institute sponsored by the Archdiocese of Louisville in the summer of 2014. These teachers also visited local high schools to observe the 1:1 technology initiative, toured classrooms, and met with high school teachers to better facilitate student transition to high school.

Saint Mary Academy faculty meets regularly in Professional Learning Communities to reflect on academic initiatives, problem-solve student issues and curriculum challenges, plan collaboratively, and address general concerns. Professional development is aligned with those goals and initiatives. Saint Mary Academy staff is fully aware of the vision for instruction and paradigms for student mastery that are articulated in the School and Instructional Improvement Plans. All faculty are involved in monthly technology trainings to facilitate the integration of 21st Century Learning Skills in all curriculum areas.

Teachers participate in monthly curriculum-specific Professional Learning Communities where they exchange ideas related to their content areas. The Administrative Team also attends monthly meetings with their peers for professional updating (i.e. book studies, guest speakers), to exchange ideas, to discuss current best practices, and to visit and learn about community resources.

The Curriculum Resource Coordinator provides professional development throughout the school year on Reader's and Writer's Workshop approach in all curriculum areas. This training supports the philosophy that all teachers are teachers of reading/writing. Instructional Assistants and volunteers are also trained in this approach to ensure that they are collaborative partners with the teachers.

Each year, members of the Saint Mary Academy faculty are invited to participate in the curriculum adoption process. These teachers then provide professional development regarding the adoption for teachers across the Archdiocese.

Participation in professional development broadens and continually updates teacher knowledge and skills, thus positively impacting student achievement and success.

4. School Leadership

Leadership at Saint Mary Academy is one of collaboration with all stakeholders: Board of Directors, Administration, Faculty, Parents, and Students.

The Board of Directors, a board of limited jurisdiction, is comprised of eight parents, two pastors, and a liaison from the Archdiocesan School Team. This Board develops policies, with input from the Principal, supports and advises the Administration in long range planning, and provides financial oversight.

The Administration is committed to ensuring that all programs, policies, resources and relationships are focused on student achievement. The Administrative Team meets weekly to gather information and analyze data regarding curriculum, update the instructional improvement plan based on that analysis, discuss student support services, and develop programs to empower students, faculty, and staff. Input from faculty/staff, parents, and students, standardized testing results, summary reports from yearly accreditation visits, insights gained from professional development, formal and informal classroom observations, exit interviews with eighth graders and meetings with alumni further direct advancements in educational planning. Implementation of the Reader's/Writer's Workshop model has improved reading mastery. A vocabulary program based on Greek and Latin roots has increased word analysis and fluency. The House Program has vastly enhanced inter/intra-grade relationships.

Faculty members are educational leaders dedicated to the success for all students. They serve on Professional Learning Community Teams. By working collaboratively in PLC groups weekly, the faculty has created a continuity of leadership that influences student achievement. A representative from each PLC team meets monthly with the Administration to share insights that shape best practices in the classroom.

Parents share their personal and professional expertise with the school in many ways. The Parent-Teacher Organization (PTO) provides parent volunteers for community-building events and fundraising. Parents serve as coaches for academic and athletic teams, and many extracurricular activities. The Curriculum Resource Coordinator provides training for parents to assist students in the classroom with specific programs.

Students are involved in leadership opportunities through service projects in-house and in the Louisville metropolitan community. Some examples are: K-8 Stewardship program, Kentucky Youth Assembly, Kentucky United Nations Association, House Program (eighth grade students serve as House Leaders), Big Buddy Program, Recycling Program, NEED (Energy Program), lector, cantor, and choir.

The leadership expectations of Saint Mary Academy embody a vision, mission and philosophy that provide a clear path toward 21st Century Learning.

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	\$5470
1	\$5470
2	\$5470
3	\$5470
4	\$5470
5	\$5470
6	\$5470
7	\$5470
8	\$5470
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$6236
(School budget divided by enrollment)
5. What is the average financial aid per student? \$1900
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 8%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3rd Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	648	642	655	653	635
Number of students tested	60	58	48	41	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3rd Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	673	659	667	679	682
Number of students tested	51	49	58	47	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3rd Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	699	694	708	704	703
Number of students tested	59	51	54	48	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3rd Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	655	647	657	647	639
Number of students tested		58	48	41	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3rd Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	680	661	670	673	672
Number of students tested	51	49	58	47	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3rd Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	689	681	697	692	693
Number of students tested	59	51	54	48	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
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: