

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. Wendy Sims

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

Official School Name St. Margaret Mary Catholic School

(As it should appear in the official records)

School Mailing Address 7813 Shelbyville Rd.

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

City Louisville State KY Zip Code+4 (9 digits total) 40222-5413

County Jefferson State School Code Number* 278

Telephone 502-426-2635 Fax 502-426-1304

Web site/URL http://www.stmm.org E-mail wsims@stmm.org

Twitter Handle _____ Facebook Page _____ 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 _____ 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 Mrs. Patti Aigner
(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	0	0	0
K	39	33	72
1	40	40	80
2	40	35	75
3	47	37	84
4	51	33	84
5	39	35	74
6	43	37	80
7	42	42	84
8	33	41	74
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	374	333	707

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 1 % 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: 2%

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	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1	714
(5) Total transferred students in row (3) divided by total students in row (4)	0.018
(6) Amount in row (5) multiplied by 100	2

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

9. Students receiving special education services: 1 %
10 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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</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

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

	Number of Staff
Administrators	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
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 26:1

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%	98%	98%
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 X No

If yes, select the year in which your school received the award. 2004

15. Please summarize your school mission in 25 words or less: St. Margaret Mary School works in partnership with parents to nurture the uniqueness of each child as we provide an exemplary educational program.

PART III – SUMMARY

St. Margaret Mary Catholic School is a K-8 elementary school located in Louisville, Kentucky. Since it was established in 1952, the school has been recognized as a vital part of the parish community. Every school day, over 700 students enter the doors to live, love and learn in Christ. In partnership with parents, the faculty and staff nurture the students through faith formation and academic excellence, while celebrating the unique gifts and talents of each student.

The mission challenges us to value each learner while providing assistance to students across the learning spectrum. Teacher assistants in the K-3 classrooms, reading lab instructors, special needs personnel, and two counselors allow us to meet the varied needs of the student population. Challenging and enriching programs are provided for gifted students as well as supplemental and remedial programs for students who struggle academically. Recognizing that all students have preferred learning styles, the teachers are experienced in providing differentiated learning opportunities through a variety of 21st century modalities.

The school offers a challenging academic and religious curriculum for all students and follows the curriculum framework as outlined by the Archdiocese of Louisville. In addition to the traditional academic program, students attend classes in technology, art, music, Spanish, library, drama and physical education every week. Teachers also facilitate a variety of enrichment opportunities to the students by supervising and mentoring them on academic teams, clubs and in leadership roles.

With a school-wide commitment to service, all students are actively involved in outreach service projects. School service projects include adopting families in need for the holidays, serving lunches at the Franciscan Kitchen, creating and donating prayer blankets and rosaries, and providing support for St. Joseph's Orphanage. Parents provide leadership for our Step by Step stewardship service projects, with each grade level concentrating on an area of need in society.

In order to support our students and their character development, the PeaceBuilders program was adopted in 2002. Every school day begins with students making a personal pledge to protect the dignity of others and resolve differences in a peaceful manner. Character education does not end there. The counselors work with the students to teach and enforce positive character development through targeted grade level programs and guest speakers. The junior high students work with staff in family groups each month to develop team building, character and a sense of connection to their community.

St. Margaret Mary students excel academically. Students consistently perform above the archdiocesan and national averages on standardized tests. This year 63% of the 7th graders qualified for the Duke Talent Identification Program and 43% of the students were eligible for GATES Gifted and Talented Educational Seminars, a regional enrichment program. Last year, students scored in the top 22% in the nation on the High School Placement Test.

Students at St. Margaret Mary have access to modern technology that enhances learning. Each classroom is equipped with a SmartBoard and voice amplification system. In addition, students have access to iPads, laptops, desktops and a fully equipped computer lab. Technology is embedded in our curriculum through our resources, teaching and learning methods.

St Margaret Mary has a teaching staff of 32 full-time and seven part-time professionals who are committed to their own growth and learning. All teachers are involved in grade and subject specific professional learning teams. Currently, 79% of teachers have a Master's degree or higher and average 17 years of experience in the classroom. Teachers focus on monthly professional development through ongoing collaboration and by attending summer institutes, national workshops, and webinar trainings on the best practices in education.

Being recognized as a National Blue Ribbon award winner in 2004 has been beneficial to the continued growth and success of our school. St. Margaret Mary has a reputation of excellence that we are challenged to maintain and improve upon each year. The school community is committed to continuous school improvement, and we use the Blue Ribbon award as a benchmark of success. The Blue Ribbon status is also used as a successful marketing tool on the school website and print collateral. New families are often drawn to our school initially because we have a well-known reputation as a Blue Ribbon School of Excellence. Families remain at St. Margaret Mary because that coveted standard of excellence is met every day.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At St. Margaret Mary Catholic School, the Catholic faith is at the heart of everything we do and is embedded in academics and character education. We utilize a core academic curriculum that adheres to the curriculum framework of the Archdiocese of Louisville. This framework is based on the national standards and Catholic benchmarks in all content areas. The students' diverse needs are met through the use of differentiated instruction and best practices across the curriculum. Students are encouraged to accept challenges, to take risks and to perform to the best of their ability. They are offered educational experiences which help to prepare them for the next stages in their lives.

The reading and language arts program at St. Margaret Mary develops students' reading, oral and written communication skills. Students read, write and communicate through the use of different genres. Strong connections to learning are created and enforced through the development of reading and writing skills. The integration of oral language and grammar is evident throughout this part of the curriculum. The reading program encourages independent reading comprehension and incorporates the use of technology to support learning. Students are prepared to read complex informational texts and develop a higher order of thinking skills. We strive to build upon each child's strengths at every reading level. In order to build upon the strengths of all learners, opportunities for all learning styles and needs are provided. The Accelerated Reader program and the Reading Lab /Reading Mastery program are two excellent examples of how we strive to reach all learners. Both of these programs enhance the success rate of reading development in our school.

The math program advances students' knowledge of basic facts, problem-solving skills, critical thinking capabilities, and computational abilities throughout their time at St. Margaret Mary. From Kindergarten math to Algebra 1, children are engaged in hands-on learning through the extensive use of technology and manipulatives for the purpose of facilitating mathematical understanding. Critical thinking and comprehension of real-world mathematical problems are two of the most important skills we instill in our students. In order for all students to obtain mathematical achievement, we address multiple learning styles. Differentiated practices are established throughout the math curriculum in Kindergarten through eighth grade. Practices are in place to reach every student from those who are below level to those who are performing above grade level. Small groups and enrichment opportunities are provided to the student community with an emphasis on leveled math groups in grades 6-8.

The science program develops the whole learner through differentiated instruction. Science classrooms are transformed into learning laboratories which provide our students with opportunities to engage and master learning in life, physical and Earth sciences. In the curriculum, students are able to experience and envision the wonder of science. Technology and lab based lessons are prevalent in our science classes. Children are given many hands-on opportunities through the usage of mobile labs, research-based projects and a 4th grade science fair. Through the development of research and inquiry skills, children of all learning levels are able to succeed and attain personal and academic success.

The social studies program provides students with the chance to experience the world locally, nationally and globally. The curriculum guides students in developing a connection to the community and the world through the study of geography, history, and civics. Students are able to experience social studies and history through project based learning, which supports the curriculum. Pioneer Day in grade 4 and Festival of Nations in grade 6 are two examples of activities that creatively improve the foundational skills of our students. The needs of all learners are met through such innovative student centered projects in social studies.

The religion curriculum is embedded in all disciplines but is also a core program of study. Students receive religious instruction daily and attend mass weekly as a school. They learn about the Catholic faith, the teachings of Jesus, and church history, while also preparing for the holy sacraments of reconciliation,

Eucharist and Confirmation. In support of the parish mission, students are taught to know, love and serve God.

Other Curriculum Areas:

St. Margaret Mary School offers a wide variety of supplemental curriculum to all students in grades K-8. This curriculum supports the growth and well-being of students and is crucial as we work to meet the diverse needs and interests of all learners. Students receive instruction in drama, music, technology, library sciences, art, physical education and art.

Students in grades 4-8 have a trimester of drama. Students learn basic drama terminology and the history of theater. Through the use of improvisational games and exercises, students explore their abilities to perform in front of an audience. Students develop skills in creating believable characters and perform scenes and monologues. There are also several drama productions throughout the year and all students in designated grade levels are encouraged to participate. Grades K-1 perform a Christmas musical, grade 6 performs a junior musical in the fall, and grades 7-8 perform a musical in the spring. Students in grade 5 learn about journalism techniques and public speaking through their participation in WSMM. WSMM is a television broadcast created and produced by our 5th grade students. Broadcasts are shared weekly with the student body.

All students participate in music class. In music classes, students sing, perform on instruments, improvise and compose, use movement and read music. They also learn about music in relation to our culture and history. In grades K-6, students have a weekly class. In grades 4-6, students also receive one trimester of instrumental ensemble per year, in addition to their regular weekly class. In grades 7-8, students receive one trimester of music. There are additional opportunities to participate in choir and band for grades 3-8.

Through weekly practice of artistic skills, students explore their creativity and produce visual works of art. Students gain knowledge in all art forms, including drawing, painting, sculpture, printmaking and weaving. All students in grades K-6 take art class one day a week. Students in grades 7-8 take one trimester of art a year. All students are required to display a work of art in the Art Fair, which takes place in the spring. Students are also required to produce a work of art for our city's local Kentucky Derby art contest.

All students in grades K-8 take a technology class one day a week. They have access to classroom sets of iPads and laptops. Technology instruction supports the skills taught in the classroom. The students use various applications to practice skills, learn to research and prepare documents and presentations. They also learn to use technology resources for problem-solving and self-directed learning.

Students in grades K-8 visit the library once a week. There are also flexible library times available each day for returning and checking out new books. A classroom teacher may reserve extra library time for researching a special project. In library science, they will learn library etiquette, genres, research skills and become familiar with Caldecott and Newberry Award winners. The library also hosts the online Accelerated Reader program, which supports an effort to increase student reading.

St. Margaret Mary School is in compliance with the program's foreign language requirements. All students in the school receive instruction in Spanish with opportunities to speak, read and write the language. Students have Spanish class once a week in grades K-2. In grades 3-6, that increases to twice a week. Students in grades 7 and 8 have Spanish class three times a week, for a total of 120 minutes. The students gain a strong foundation in vocabulary, grammar and sentence construction. They are introduced to Latin cultures and gain an understanding of the diversity of the world.

Students in grades K-8 attend physical education class once a week. They experience many different types of activities which promote life-long fitness and the joy of movement. Students participate in a wide variety of team and individual activities that include movement, motor development, fitness and an introduction to many sports. These activities incorporate cardio, flexibility, core strength, balance, rhythm, team-building and cooperation. Students also learn to make good choices for a healthy lifestyle.

2. Instructional Methods and Interventions:

Meeting the diverse needs of all learners is an area of strength for Saint Margaret Mary School and a goal on our School Improvement Plan. Teachers at St. Margaret Mary utilize their training in differentiated instruction and 21st Century learning to meet the needs and interest levels of all learners. A book study on Rick Wormelli's, "Fair Isn't Always Equal", began this journey, and we continue to share strategies and successes with each other at monthly faculty meetings. Teachers have used tiered assessments, tic-tac-toe boards, pre and post assessments and student self- assessments to improve and increase learning among the students. Differentiation is evident in the use of math and reading learning centers, project based learning and student use of technology to learn and share information.

Terra Nova scores indicate that we have seen improvement in the math and science scores for all students, including those with 504 and School Strategy Plans. Currently, the teachers are focused on increasing reading test scores by utilizing a new reading series, online support and reading across the content areas. The principal and assistant principal monitor the use of differentiated instruction and 21st century skills through reviewing lesson plans and observing teachers in the classrooms.

A full time special needs coordinator and a part time special needs teacher are on site to assist with modifications and student learning plans. We also provide Reading Lab for students who struggle in grades K-4. A teacher at each grade level provides math support for students in small groups after school. We utilize the Simple Solutions curriculum to provide students at all levels with review and practice in math and science.

All students have access to technology that supports learning. There are three iPad carts of 30 as well as laptops and desktops available for classroom usage. SmartBoards and voice amplification systems are in every classroom for both teacher and student use. We continue to increase our technology offerings as a goal of our School Improvement Plan with the support of our PTO. The instructional methods and interventions used at St. Margaret Mary School are aligned with the vision statement as we "nurture academic excellence, while celebrating the unique gifts and talents of each student".

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

St. Margaret Mary School utilizes the Terra Nova, 3rd edition standardized test published by CTB McGraw Hill. The test is administered in the month of March to all students in grades 3 through 7. The test provides data regarding student achievement in reading, language, mathematics, spelling, science, social studies and word analysis. Students in grades 3, 5 and 7 also take the Complete Battery (In-View) to determine their Cognitive Skills Index (CSI). The CSI score provides a student's anticipated level of achievement. School personnel and parents can compare the anticipated score with the obtained score to evaluate whether or not a student is working to potential. It is the goal of the school that students achieve at or above the anticipated scores. Most students at Saint Margaret Mary reach this goal.

St. Margaret Mary has a solid curriculum and motivated students. The test results can attest to this year after year. The students score above the national and Archdiocesan averages. It is evident from the data that students perform well on standardized tests and, for the most part, are working to potential.

Over the last five years, the school has been able to make significant gains in math. We have focused on math as a school improvement goal. Data indicates that attention to this area has yielded success. Differentiated instruction, Simple Solutions and Common Core Math, math drill and practice through technology and after school Math Mania classes are provided to all students. Leveled math classes are also offered to students in grades 6,7 and 8.

Performance in reading has remained steady over the last five years. To improve in this area, we have recently adopted online reading and vocabulary practice, cross-curricular activities that focus on reading skills and a new reading series.

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

The Terra Nova results serve as a valuable decision making tool. Assessment results drive instruction and curricular decisions. Administrators and teachers work together to analyze test data in order to meet the unique learning needs of individual students and improve overall student achievement. Trends in test score data are used to strengthen curriculum and classroom instruction.

Other test results are also used to assess and improve instruction. Staff members review the High School Placement test scores, the Acuity math scores and the ACRE religion test scores. All of these are used to obtain a picture of student achievement and progress. Teachers also use formative and summative assessments to evaluate and improve instruction.

Some children have special learning differences. It is important to the faculty that every child is successful in the classroom. Within our student population, 34 have 504 plans and an additional 28 are accommodated through School Strategy Plans. These children receive classroom modifications and participate in supplemental programs. Test data indicates that these students also score well in reading and math.

The administration communicates regularly with faculty, parents, students, alumni and the community at large regarding school and student performance. Parents have online access to student grades and homework assignments through Power School. Parent/Teacher/Student Conferences are held twice a year in conjunction with midterm grade reports. A final conference at the end of the school year is also an option. Students with 504 and School Strategy Plans have additional meetings and progress reports to monitor progress. School-wide progress is shared with all stakeholders via our school newsletter and website. The School Board, administration and teachers use the performance results to help set strategic goals for continuous school improvement.

Part VI School Support

1. School Climate/Culture

St. Margaret Mary School maintains a climate and culture of faith, academic excellence, service and acceptance of the unique gifts and talents of all. Students are encouraged to exhibit Christ-like behaviors and are recognized for this each morning during announcements. For each school year, we have a theme that enables us to focus on discipleship and service. This year's theme is "We Are The Hands Of Christ." Students are challenged to be compassionate, responsible school citizens and are provided with ample opportunities to explore their gifts and share those gifts with others.

To enhance the academic program, students are offered a variety of enrichment activities. These activities vary by grade level and meet diverse needs and interests. Students can participate in the arts, such as vocals, band and drama productions. They contribute to a visual art fair and can enter print art contests. Teachers offer classes in crafts, dance, exercise and math activities. Students can be part of academic teams, academic competitions and Kentucky Youth Assembly. There are a multitude of student centered activities offered after school and on the weekends.

Two counselors help to support the emotional needs of the students by providing classroom guidance, small group support and individual counseling if needed. Students are taught to be PeaceBuilders who support each other and learn to solve problems effectively. They are taught character education and are given opportunities both in and outside of the classroom to be examples of Christ.

Students are taught using differentiated instruction in a resource rich environment. They are recognized for both academic excellence and effort each trimester by their teachers. We hold an annual awards ceremony at the end of the school year to recognize students for the activities that they have been a part of and excelled in. Students in the Jr. High are also recognized for being on the Honor Roll and Principal's List each trimester.

The teachers are valued for their varied gifts and talents, also. Teachers work together on leveled teams and vertical teams to share ideas and continue in their professional growth. They are given opportunities for leadership in the school through the sharing of resources, time and goal setting. The staff works, plays and prays together. It is a happy and loving community for both students and staff.

2. Engaging Families and Community

While the work of the school is imperative to the educational process, the partnership with families and the greater community is essential to educational success. St. Margaret Mary School utilizes multiple strategies when collaborating with families to promote student success. Parents and parishioners are extremely involved through organizations such as the Parent Teacher Organization, School Board and Step by Step. These organizations support the program by raising funds, spearheading initiatives and dedicating their time and talent to the school.

We engage our parents through multiple communication avenues. Parent input is gathered throughout the year via online surveys, meetings and an open-door policy. Such input assists us with assessing current programs and setting long range goals. Parent conferences, online grades and class websites easily allow parents to work closely with teachers to ensure student success.

The school encourages service and acknowledgement of others within our local and greater community. Throughout the school year, we involve our families in opportunities which show compassion and kindness to others. Children have the opportunity to volunteer and give of their time to places such as the Ronald McDonald House, St. Mary's Center and Dare to Care. We instill in each of our students the importance of giving to others and sharing their gifts.

The school is further enhanced through several partnerships with local organizations. Students learn to

create a budget with Junior Achievement, experience the legislative process through the Kentucky Youth Assembly, visit area museums and attend multiple plays and musical presentations. Speakers are brought into school to give students a different perspective, and teachers are encouraged to use creative resources that make learning come alive. Our counseling program offers workshops for parents and students which focus on current parenting and peer issues. All of these community based relationships offer our students an enriched learning experience.

3. Professional Development

All teachers, staff and administrators are required to attend multiple professional development opportunities each year. These workshops, classes and conferences enhance student learning and staff capability. We use our School Improvement Plan to guide the Professional Growth Plan for each teacher. Throughout the school year, we offer multiple on site PD opportunities on a variety of topics ranging from technology to catechist training. Other trainings are obtained through the summer institute, attendance at national conferences and on-line PD services. Each teacher is required to obtain a minimum of 18 PD hours per school year.

Staff members at Saint Margaret Mary are lifelong learners. They participate in grade level and subject level teams. Vertical teaming is used to align curriculum, focus resources and assess best practices. School is dismissed early once a month to allow teachers time to work in professional learning teams or as individuals on their professional development.

The staff was able to pilot an online PD program this year through the Archdiocese. Each teacher and leveled team work to obtain a minimum number of required hours using this program. The teachers wrote summaries and worked to incorporate the ideas into their classrooms. This opportunity tied nicely to the school goals of using technology to improve learning and continuous school improvement in math and science.

The religion teachers are required to obtain an Associate Catechist certificate with the diocese and then pursue an advanced certificate by attending classes in faith development each year. Teachers obtain these catechist hours in conjunction with other professional development requirements.

All of the teachers have received focused training in differentiated instruction and 21st Century Learning. These classes have enriched lessons and increased student engagement throughout the school. Students and teachers are using technology for learning and presenting material to others. The increase in test scores can be directly tied to the teachers' knowledge and implementation of best practices in education.

4. School Leadership

St. Margaret Mary Catholic School provides an atmosphere in which all children develop a love for learning, both spiritually and academically. In partnership with parents, St. Margaret Mary is committed to nurturing the uniqueness of each student as the school provides a quality educational program. St. Margaret Mary strives to prepare students to become moral, responsible, and self-motivated members of their church and community.

The principal and the assistant principal are the educational leaders of the school and play a critical role in reviewing, evaluating, and funding programs. They work collaboratively with the faculty, parents, School Advisory Council and Parent Teacher Organization to promote student success in a faith community. The principal meets with leaders in the archdiocese to stay updated on policies and procedures and to share best practices with other principals.

Communication between the pastor, community director, principal, assistant principal, counselor, and resource coordinator concerning school issues occurs on a regular basis. The principal is in daily communication with parents, students and faculty. The principal and assistant principal are responsible for observing and evaluating the faculty and staff, reviewing lesson plans, PowerSchool Gradebook, leading

faculty meetings, sending out weekly newsletters and meeting with all stakeholders whenever needed. The principal has an open door policy for faculty, parents and students.

The principal empowers and supports the ideas of the faculty and staff by encouraging them to take responsibility for student programming and enhancements to the curriculum. St. Margaret Mary administration and faculty strive to provide the students with fundamentals necessary for them to become life-long, self-directed learners.

All decisions made by St. Margaret Mary's leadership teams have led to improving student achievement. The principal is responsible for deciding how to best utilize Terra Nova results. With faculty involvement, she carefully analyzes what would best lead to improved student achievement. For example, after reviewing past math and science scores from the Terra Nova, the school incorporated Math and Science Simple Solutions into the curriculum to support instruction.

The learning community provides a safe and affirming environment. We uphold a strong commitment to the instruction of basic skills, while challenging all students with high expectations within a curriculum rich in content. The staff is committed to the continuation of personal and professional growth as they strive to provide a quality 21st century learning program.

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

4. What is the educational cost per student? \$5000
(School budget divided by enrollment)
5. What is the average financial aid per student? \$0
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 0%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB</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	642.3	649.9	647.6	648.2	635.4
Number of students tested	75	75	85	85	73
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 3</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB</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	659.1	659.8	664.2	0	0
Number of students tested	73	86	84		
Percent of total students tested	100	100	100	0	0
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: Students in grade 4 were not tested in 2010-11 or 2009-10 because of financial reasons.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB</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	678.3	678.1	672.9	680.4	665.4
Number of students tested	83	84	76	82	84
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 3</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB</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	703.4	704.2	706.3	696.3	0
Number of students tested	82	74	84	80	
Percent of total students tested	100	100	100	100	0
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: Students in grade 6 were not tested in 2009-10.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB</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	722.7	725.1	716	719	698.2
Number of students tested	75	84	83	82	76
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 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB</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	646.9	648.4	651	655	648.1
Number of students tested	75	75	85	85	73
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 3</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB</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	663.9	660.8	662.8	0	0
Number of students tested	73	86	84		
Percent of total students tested	100	100	100	0	0
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: Grade 4 students were not tested in 2010-11 or 2009-10.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB</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	675	675.5	677.9	677.2	675
Number of students tested	83	84	76	82	84
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 3</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB</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	691.8	694.2	693.6	688.4	0
Number of students tested	82	74	84	84	
Percent of total students tested	100	100	100	100	0
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: Grade 6 was not tested in 2009-10

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB</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	700.2	699.8	702.3	699	691.9
Number of students tested	74	84	83	82	76
Percent of total students tested	100	100	100	100	1
Number of students alternatively assessed					
Percent of students alternatively assessed	1	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: One student received the Spanish version of the test in 2013-14