

U.S. Department of Education
2016 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 Mr. Matt Grosser

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

Official School Name St. Mary School

(As it should appear in the official records)

School Mailing Address 9 South Jefferson Street

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

City Alexandria State KY Zip Code+4 (9 digits total) 41001-1398

County Campbell

Telephone (859) 635-9539 Fax (859) 448-4824

Web site/URL http://www.saintmaryparish.com/school E-mail matt.grosser@saintmaryparish.com

Facebook Page https://www.facebook.com/SaintMarySaints Google+ _____
Twitter Handle _____

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, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Michael Clines E-mail mclines@covdio.org

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

District Name Diocese of Covington Tel. (859) 392-1500

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Linda Holtz

(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, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

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 and National Blue Ribbon Schools requirements, are 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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

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. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	40	43	40
K	14	29	43
1	24	28	52
2	20	20	40
3	14	21	35
4	15	21	36
5	15	15	30
6	13	11	24
7	12	19	31
8	16	15	31
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	183	222	405

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 3 % 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school 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, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2014	303
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 0%
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 4%
 Total number students who qualify: 13

8. Students receiving special education services: 0 %
8 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>19</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>5</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 |

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	99%	98%	99%	98%	99%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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. In a couple of sentences, provide the school’s mission or vision statement.

St. Mary School encourages students to learn, lead, and serve by embracing the Gospel message of Jesus Christ.

PART III – SUMMARY

St. Mary School is a member school of the Roman Catholic Diocese of Covington, Kentucky. It serves the suburban community of Alexandria, Kentucky. The school's motto is Learn, Lead, and Serve. The mission statement is as follows: St. Mary School encourages students to learn, lead, and serve by embracing the Gospel message of Jesus Christ. St. Mary provides a welcoming and challenging environment to meet students' needs and to develop their abilities and Catholic faith.

St. Mary School opened its doors in 1867 as a one-room school adjoining the church building. A separate school building was constructed in 1875. In 1876, the Sisters of Notre Dame of Covington assumed the teaching and administrative duties in the school. Principals were members of the Notre Dame Sisters until 1992. The Sisters continued an active presence in the parish and school through May of 2014. The current school building was constructed in 1961, as the existing building became the new home of St. Mary's district high school, Bishop Brossart High School. A renovation and expansion project was completed in 1990. The school currently includes 26 classrooms, library, computer lab, reading and speech resource room, gymnasium, cafeteria, kitchen, and offices.

Mr. Matt Grosser is in his fifth year as principal of St. Mary. The office staff includes a full-time secretary and part-time office aide. In addition to 22 full-time homeroom teachers, the instructional staff includes a full-time reading specialist, full-time librarian/interventionist, three full-time aides, and five part-time specialists in Art, Computer, Music, Physical Education, and Spanish. Support staff includes five cafeteria employees and one custodian. The parish maintenance director oversees the maintenance of the school building.

Like other parochial schools in the area, enrollment has been an important issue in recent years. The school's enrollment peaked at 575 students in 2000-01. The school offers half-day kindergarten, and added full-day kindergarten in 2006-07. The preschool was established in 2009-10 as a one-classroom program, and has expanded to now include four classrooms (two preschool 3, two preschool 4). Enrollment reached its low point of 314 P-8 students in 2011-12. Since that year, enrollment has increased by nearly 30%. Currently, 407 students are enrolled at St. Mary School, including 83 preschool students and 324 students in grades K-8.

St. Mary School benefits from an active and engaged community of stakeholders. The parish contributes a great deal to the school, both spiritually and financially. The school and its students interact with the parish in experiences such as sacramental preparation, celebration of weekly Mass, use of facilities, and special events.

St. Mary School provides a rigorous academic experience for its students. Reading skills are emphasized through programs such as Accelerated Reader, AimsWeb assessments, and Response to Intervention. Math classes in grades 6-8 are separated by achievement level in order to help teachers prepare each student for high school. Over the past five years, St. Mary students have demonstrated consistent improvement in their performance on standardized tests, including the Iowa Test of Basic Skills, ACT Explore Test, and High School Placement Test. The faculty is comprised of dedicated professionals who collaborate effectively to maximize student achievement. Quality instruction from experienced teachers is evident throughout the school. Of the 24 certified teachers on staff, 20 hold master's degrees.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Mary School provides a balanced curriculum that is challenging and engaging. Students develop critical skills in their study of language arts, mathematics, science, and social studies.

The language arts curriculum is comprised of reading, writing, and grammar. The reading component allows students to read selections as a whole class, as well as in small groups to allow for discussion. Students in the primary grades are assessed weekly on their vocabulary and phonics skills, allowing for individualized instruction that keeps them challenged and strengthens their specific areas of need. Novels are used in the intermediate and junior high grades as a means of understanding plot elements, figurative language, genre, theme, tone, types of conflict, point of view, and text structure. Students are also given time to read individually. The school uses the Accelerated Reader program to motivate students to read independently. Through the Accelerated Reader program, students earn points and rewards by taking comprehension tests based on their independent reading.

The writing and grammar components of language arts engage students in a multitude of written expression activities. Students are taught the mechanics of writing early on, including sentence formation and punctuation. Grammar lessons include teaching parts of speech in both spoken and written forms. Students are given opportunities to write formally, including the editing process, both individually and with peers. Additionally, students write informally through expressive writing in daily journals.

The school's math curriculum builds on skills from one grade level to another. Through the use of hands-on activities, manipulatives, repetition, and computer programs, students participate in a multi-faceted learning environment. In elementary grade levels (K-2), teachers use tiered groups in learning centers to meet the needs of each student. The curriculum focuses on basic number recognition, counting, understanding place value, measurements, and the relationship between addition and subtraction. Grades 3-4 focus on mastery of fundamental addition and subtraction, beginning multiplication and division, fact families, understanding fractions, interpreting data, and geometric measurement. Grades 5-6 focus on place value through the trillions, addition, subtraction, multiplication and division with decimals, equivalent fractions, addition, subtraction, multiplication and division of fractions, and interpreting real-world data by using ratios and statistics.

Grades 7-8 focus on extending their understanding of operations with fractions through addition, subtraction, multiplication, and division of rational numbers. Students work on solving and graphing algebraic equations and inequalities, absolute values, systems of equations, polynomials, and quadratic equations. A special emphasis is placed on solving real-life problems through algebraic equations.

The science curriculum focuses on the three main fields: life, earth, and physical. Through hands-on investigations, students are challenged to make observations, hypothesize, experiment, record data, and draw conclusions. With the use of prior knowledge, students are able to grasp concepts about the world around them.

In grade levels K-6, students investigate plants, animals, life cycles, living systems, and interactions with nature. Students also learn about Earth science, including processes that change the Earth, as well as study of the solar system. For physical science, students learn about the building blocks of matter, energy, motion, and force. In 7th and 8th grade, student-led learning is emphasized as classes discuss and discover problems facing the world today. Seventh grade topics include Newton's Laws of Motion, waves, the electromagnetic spectrum, electricity, cells, genetics, and human anatomy. Eighth grade covers the six kingdoms, including classification of those groups. Eighth graders also learn the dissection process, including species such as planarians and frogs. Additionally, 8th graders explore chemistry, including the periodic table, chemical bonds and equations, and acids and bases.

The social studies curriculum addresses interactions with the community, government, and cultures around

the world and through history. Through the use of hands-on activities, map skills, dramatizations, primary sources, and research projects, students participate in a multi-faceted learning environment. General areas of study include the foundations of social studies, Kentucky state history, U.S. geography, world geography, world history, and U.S. history. In elementary grade levels (K-3), learning centers are used to address various skill levels. The curriculum focuses on communities, cultures, and basic social studies skills. Topics include levels of government, citizenship, beginning map skills, and historical figures. Fourth grade students explore Kentucky state history, geography, and government. Through a visit to the state capital of Frankfort, students are able to experience in person how the government functions. Fifth grade themes include colonialism and world exploration. The sixth grade course of study covers world history and geography, providing students an understanding of the differences among the world's people. Seventh and eighth grades study U.S. history from the founding of our nation through modern times.

The core elements of the St. Mary School curriculum establish a strong foundation for a well-rounded education for each student. Through their exploration of language arts, mathematics, science, and social studies, St. Mary students develop a wide range of valuable academic skills.

St. Mary School has had a preschool program for the past seven years. The program has grown to a total of 83 students in two Preschool 3 and two Preschool 4 classrooms for the 2015-16 school year. The St. Mary preschool curriculum is designed to prepare each child for kindergarten. The program provides a safe and healthy learning environment, with teachers focusing on all areas of development, including cognitive, social, emotional, and physical. The curriculum also includes the development of self-help skills and the building of strong family relationships. In order to align with K-3 academic standards, the preschool staff collaborates with kindergarten teachers throughout the year in the areas of lesson planning, themes, and assessment. St. Mary kindergarten students who attend at least one year of preschool at SMS tend to perform better on fall literacy assessments. During the past three years, these students achieved the following average scores, compared to kindergartners who did not attend St. Mary preschool: Initial Sound Fluency, 27.6 to 26.7; Letter Naming Fluency, 40.3 to 36.6; Letter Sound Fluency, 28.1 to 25.2. The program provides a strong foundation for a child's future success.

2. Other Curriculum Areas:

St. Mary School offers six enrichment classes, or "specials." Students in preschool through eighth grade attend each class once per week. Classes range in length from thirty minutes (lower grades) to forty-five minutes (upper grades). Curriculum in each class is based on national and diocesan standards.

St. Mary School is in compliance with the Blue Ribbon program's foreign language requirements. Students in preschool 3 through 8th grade attend Spanish class once each week for the entire school year. Class times are fifteen minutes for preschoolers, 30 minutes for grades K-5, and 45 minutes for grades 6-8. The Spanish curriculum provides language and culture instruction. Some of the teaching methods utilized include instructional songs and videos, pictures, worksheets, hands-on activities, speaking practice, taking notes, homework, and various assessments. The curriculum for preschool through third grade focuses on learning basic vocabulary. Fourth and fifth grades are introduced to basic grammar skills along with learning more vocabulary and forming sentences. Sixth through eighth grades implement even more grammar skills, continue learning vocabulary, and practice conversational speaking skills. Hispanic culture topics are taught at every level. Spanish class features engaging instruction that enriches students' awareness of different cultures and prepares them for more in-depth foreign language study in high school.

St. Mary's art classes allow students to work with a multitude of media. The curriculum explores various ways of creating art and learning about the basic concepts of each medium. While it is important for each student to have creative freedom, the teacher also strives to incorporate art history, the elements of art, principles of design, and contemporary art practices. The projects push the students to rethink what a work of art should look like. Some projects are used to give the students an outlet and a chance for self-reflection, while others help them to learn a specific skill. The art room serves as a space where students are motivated to produce their best work and express themselves creatively.

The music curriculum builds upon the students' skill levels every year. Primary grades begin with the

basics of singing alone and with others, responding to various styles of music, playing an instrument alone and with others, and using literature in the classroom to enhance musical experiences. In intermediate and upper grades, students continue to build upon their skills by composing music, listening to and analyzing various styles of music throughout history, showing an understanding of basic music theory, and learning to play two solo instruments. Students also participate in annual performances in an effort to showcase what has been learned and to experience performing for an audience. Chorus is offered for grades 3-8, with several opportunities for additional performances. The 8th grade class has the opportunity to perform in the school musical.

Physical education focuses on motor skills, teamwork, sportsmanship, and physical fitness. This weekly class provides students the opportunity to develop skills on an individual level and learn the importance of participating in team-based activities. Activities are designed to fit students' physical needs and to challenge their minds and bodies. The school participates annually in the Presidential Fitness Test, which allows students to set challenging individual goals.

Computer class teaches students to apply technology skills and concepts to enhance their learning across other curriculum areas. Students encounter a variety of other technologies used on a daily basis in their homerooms, but computer class allows students to focus solely on utilizing the technology. Frequently, the computer teacher collaborates with other faculty members to reinforce classroom learning. For example, junior high students learn how to use web-based bibliography tools to meet requirements of writing assignments from language arts and social studies classes. The skills learned and practiced in computer class become a necessity for our students as they begin to use Google Apps for Education and a variety of programs in other classes. Each student in grades 3-8 has a school Gmail account, which allows access to these resources and cloud-based data storage. These experiences with technology help prepare students for overall success.

The school takes various measures to promote student health. An annual health screening is provided during the school day. Screenings include lice, vision, and scoliosis. Nutrition concepts are included in the physical education curriculum. A counselor is on staff each Friday throughout the school year. In addition to providing personal counseling when needed, the counselor works with all grade levels in whole-class settings to discuss making healthy choices. Topics include bullying prevention and saying no to drugs and alcohol. Red Ribbon Week is celebrated in October to emphasize making positive choices. The school has partnered with Catholic Charities to provide the Steps to Respect (grade 4) and Second Steps (grade 6) programs. The Council on Child Abuse and Kids on the Block are outside agencies that visit annually to help students identify, report, and prevent abuse and neglect.

The school library is a valuable resource to all students. Each homeroom is assigned a specified library time. In addition to having the opportunity to borrow books, the students learn numerous library skills, including proper book care, parts of a book, the Dewey Decimal system, and thematic discussions of their reading. With assistance given as needed, students are encouraged to find books within an appropriate reading range based on their own reading ability and developmental maturity.

3. Instructional Methods and Interventions:

St. Mary School strives for academic excellence for each student. To meet the diverse needs of the student population, teachers use a variety of strategies in the classroom. Collaboration, differentiation, individual attention, and creative use of resources are essential elements of the school's instructional approach. Cross-disciplinary instruction is a valuable strategy utilized by the faculty. Classes such as art, music, and technology often match topics and concepts with core content areas like social studies and science. Students often complete projects that are based in a specific content area, but incorporate core skills such as reading, writing, and oral presentation.

Students and teachers use technology to maximize learning. Each classroom has an interactive projector. Students have access to iPads in preschool through 5th grade or Chrome books in grades 6-8. All students in grades 3-8 have Gmail accounts, which are used to store data and share work with teachers and classmates.

Computer programs are utilized so that teachers are able to further differentiate instruction and provide for each student's learning needs. In Accelerated Reader, students and teachers work together to set an individualized reading goal for each trimester. STAR reading tests allow the teachers to view a report that details target areas for growth or activities to enrich a child's reading comprehension.

Technology has made it possible for teachers to enhance differentiation strategies. Students with an identified reading disability, such as dyslexia, are permitted to use an electronic device to operate such programs as Dragon Dictation, Learning Ally, or Snapverter. Having a variety of electronic devices with the Accelerated Reader program loaded allows several students at a time to take Accelerated Reader tests.

One key way that St. Mary School approaches the unique and diverse needs of each student is through the Intervention Block instruction period. Intervention Block is a 30-minute class on Mondays through Thursdays in which students in grades K-8 receive explicit instruction targeted at one of three ability levels. Every grade-level teacher, 4 teacher assistants, and 2 intervention specialists are involved as small-group instructors during the Intervention Block period. In Intervention Block, all students are given a common pre-assessment for a particular skill, which has already been introduced to the whole class. Data is collected, scored, and analyzed by each grade level team. In order to provide individualized learning, teachers use this data to divide students into 3 leveled groupings: strategic, on track, and enrichment. The teachers then plan and implement lessons for their assigned groups. Students in the strategic groups are given a formative assessment after eight days of instruction to monitor progress. They are also given a summative assessment to determine mastery of the skill. Typically, mastery is considered to be a success rate of 85-90%. Following this eight-day unit, those still in need of practice are moved into an even smaller group or transitioned to one-to-one instruction with the classroom teacher or the intervention specialist. This process of intervention is repeated for different skills throughout the school year.

St. Mary School uses innovative and collaborative methods to promote academic growth across all grade levels. Staffing, resources, and procedures are aligned, leading to maximized classroom performance by each student.

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

St. Mary School uses a variety of assessments across all grade levels (Preschool 3 through 8th grade). Assessment data is used to systematically monitor progress of individual students, identify trends in class or group data, and set goals for overall school improvement.

Students in Preschool 3 and Preschool 4 are assessed each trimester on a wide range of skills, including letter sound and name recognition, gross and fine motor skills, writing one's name, and social interactions. End-of-year tests are administered in Preschool 4 and kindergarten to evaluate students' readiness to enter kindergarten and first grade.

In grades K-8, classroom assessment data is available for review on the school's online parent portal. This system includes grade reports and upcoming assignments. Students also have access to this resource to track their own progress. Assessment data from the first academic trimester is shared with parents, who are invited to conferences in November. Following the second and third trimesters, assessment reports are sent home. Parents may request a conference to discuss student progress at any time.

The school administers the following types of benchmark assessments to measure student progress in specific reading skills: AimsWeb (early literacy skills and oral reading fluency), Accelerated Reader (basic comprehension of independent reading), and STAR (in-depth reading comprehension). The school's approach to Response to Intervention is called Intervention Block, in which foundational phonological skills are assessed for all students, starting in kindergarten. The data from these assessments is used to design instruction at three different skill levels: strategic, on-track, and enrichment. Mathematical skills are also assessed using the same process, beginning in grade four. Targeted instruction occurs each Monday through Thursday for thirty minutes in grades K-8.

Classroom teachers collaborate with the school's intervention specialist to analyze data from the benchmark

assessments. These instructional teams determine if there is a need for additional intervention. In such cases, parents are invited to meet with the teachers, interventionist, and principal to evaluate a student's progress and create an intervention plan.

Standardized assessments include the following: ACT Explore Test (September; grade 8), High School Placement Test (December; grade 8), and Iowa Test of Basic Skills (April/May; grades 2-7). The Explore and HSPT results are used to determine class assignments for next year's 9th grade students. Staff members from St. Mary and the district high school collaborate to make these recommendations. Teachers use the ITBS results to evaluate progress across several subject areas. At the end of each year, teachers meet with colleagues from the previous and next grade levels. These meetings allow an opportunity to identify strengths and areas for academic growth for the following year, including possible gaps in curriculum and instruction. A report from this meeting is created, and it is often the basis of a teacher's annual growth plan that is submitted to the principal. In grades 6-8, ITBS results are used to identify students in need of enrichment. Opportunities such as accelerated math, language arts, science, and grammar, as well as electives, are available to students who consistently perform at this level.

The school uses a program of assessment that is evaluated regularly and is designed to meet the unique academic needs of each student. Students throughout the school benefit from a curriculum that is focused on data-driven instruction.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. Mary School engages students by providing a well-rounded experience to develop the whole child. To supplement the academic program, various extracurricular activities are offered to students. Sports include Soccer, Volleyball, Cross Country, Basketball, and Cheerleading. Clubs include Robotics, Student Council, Academic Team, Drama, Game Club, Chorus, and Running Club. The school collaborates with organizations such as 4-H, Girl Scouts, and Boy Scouts to provide growth opportunities for students.

Students are recognized for academic excellence as well as outstanding behavior. Academic honors are available for students in grades 4-8. Students are encouraged to read independently with the Accelerated Reader program. Teachers set AR goals for students each trimester. If students reach these goals, they can earn prizes. Each classroom uses strategies not only to prevent negative behavior, but to reward commendable conduct. Preschool and primary grade levels use a color system for behavior, allowing students to receive rewards for going above and beyond expectations. In upper grade levels, teachers have special forms that they distribute to students who show positive traits such as leadership, generosity, and compassion for others.

On a school-wide level, the school uses grade level buddies to help students make connections with each other. The following grade levels are paired with each other: Preschool & 4th, K & 8th, 1st & 5th, 2nd & 6th, 3rd & 7th. Each month, these classes engage in activities together. Frequently, the school theme is incorporated in buddy activities. For example, this year's theme of "We All Fit Together" has been emphasized as students created puzzle pieces that comprise a message emphasizing the importance of service to the community.

The counseling program is run by a licensed, certified counselor and family mediator. This program fosters the emotional, social, moral, and academic development of students by maintaining a focus on healthy choices, decision-making skills, behaviors, and consequences. In addition to providing individual and group counseling, the counselor is proactive as she develops classroom presentations, makes referrals, and consults with teachers, administrators, education specialists, parents and other outside resources when necessary.

Faculty and staff members contribute to a positive school culture well beyond classroom instruction. Each teacher is a member of an event committee (ex: Catholic Schools Week) and a standing committee (ex: Publicity/Marketing). Committee membership is an effective way to involve staff members in decision making, as well as shaping the experiences that are offered to students. The Faculty Advisory Board, which meets every two weeks, includes a member from each of the five main instructional teams. These members discuss important issues with the principal and report back to their departments. Monthly faculty meetings include opportunities for teachers to submit calendar items, announce upcoming events, and discuss important issues. A regular feature of faculty meetings is 'Atta Girl/Boy, in which staff members praise each other publicly for valuable contributions. Teachers can have input in the professional development offerings by submitting suggestions on their annual growth plans. All staff members have the opportunity to evaluate the principal using a diocesan appraisal form in the spring.

All of these features create a school climate that is engaging, growth-oriented, and collaborative. The result is an environment in which everyone can fully develop individually and collectively.

2. Engaging Families and Community:

St. Mary School employs a variety of strategies in working with family and community members to maximize student success and school improvement.

A strong partnership with parents is a critical element to the school's success. For example, Ascend is an online system for communicating students' academic performance, upcoming assignments, and important

announcements. Teachers send home weekly newsletters to engage parents in the academic process. Parents also have an opportunity to evaluate the school's effectiveness with the annual online survey conducted in December. Surveys are also used to gain feedback from prospective parents following Open House in January.

The school and its students benefit greatly from a strong partnership with the district high school, Bishop Brossart. St. Mary students have performed in Bishop Brossart's new theater at events including the Music In Our Schools concert, Talent Show, and Kindergarten Celebration. Additional events at Bishop Brossart include a preschool and kindergarten trick-or-treating visit, a math carnival for second and third graders, and Middle School Science Day, which provides older students a chance to engage in hands-on learning experiences at the high school.

St. Mary also collaborates with Campbell County Schools, the local public district. Families are able to utilize county bus services for morning and afternoon transportation, as well as for field trips throughout the year. St. Mary staff members work with county personnel to provide speech services. Campbell County also offers professional development opportunities for teachers in area private schools.

St. Mary emphasizes the importance of connecting with families and community members with performances and special events. Such opportunities include the Alexandria Fair Parade, Veterans' Day, the 5K walk/run for tuition assistance, the Christmas Concert, Catholic Schools Week activities, the Science Fair, the 8th Grade Play, and the Academic Showcase.

Various non-profit organizations contribute to the St. Mary experience. Students participate in art and writing contests sponsored by the Campbell County Conservation District and the County Family Court. The County Extension Service, National Children's Theatre, Veterans of Foreign Wars, and Catholic Charities provide guest presenters throughout the year.

Students have numerous opportunities to give back to the community. Several charitable collections take place during the school year, benefiting agencies such as Shriners Hospital of Cincinnati, Cincinnati Children's Hospital, Henry Hosea House, Action Ministries, and Autism Speaks, among others. Teachers collaborate with leaders from these organizations to identify their needs. All grade levels work together to meet these needs through collection of items, cash donations, and other service projects. Service field trips also take place to organizations such as Carmel Manor Retirement Village and the Diocesan Parish Kitchen.

St. Mary students are constantly making connections with the community. As a result, they are better able to live the school's motto of "Learn, Lead, and Serve."

3. Professional Development:

St. Mary School and the Diocese of Covington offer various professional development opportunities for staff members. Each year, the teachers complete a growth plan, which includes an opportunity to suggest topics for in-services. The school uses this input from teachers, student assessment data, available technology, and direction from the Diocese of Covington to determine an approach to professional development.

The school takes a collaborative approach to training teachers in updated instructional practices. Teachers network with colleagues from other diocesan schools at regional workshops on differentiation and assessment each year. At these workshops, teachers from throughout the diocese share best practices that lead to growth in student achievement. In the summer of 2015, St. Mary hosted a "meet-and-share" workshop in which junior high teachers from district schools presented web-based strategies to promote student learning and engagement. St. Mary has also partnered with Immaculate Heart of Mary Elementary and St. Henry Elementary to share strategies for use in the Intervention Block program, which these schools use as their Response to Intervention approach.

One of the most common areas for workshops is technology. Several opportunities are available outside of

the building, including the state educators' technology conference in March and the diocesan technology workshops offered for various grade levels. Internally, the staff has spent a great deal of time emphasizing use of Google Drive. Students use Drive to collaborate with each other and to maximize their performance on tasks such as writing projects and presentations. The emphasis on using shared documents in Google Drive has greatly improved the faculty's ability to collaborate, aiding instruction throughout the curriculum.

Teachers frequently indicate an interest in learning more about students' diverse learning needs. A regional expert conducted an in-service on dyslexia at St. Mary in 2013. This visit created a greater awareness and understanding of dyslexia. As a result, the school has been able to identify numerous students who have since been positively screened or diagnosed with dyslexia. In 2014-15, teachers received training on the Susan Barton method of dyslexia intervention. The faculty used this knowledge to adapt its spelling program for 2015-16 to create a curriculum that reflects leading research in dyslexia intervention strategies.

Because the Catholic faith is an integral element of the school's identity, St. Mary teachers participate in in-services related to Catholic spirituality. In-services in recent years featured topics including changes in the Catholic Mass, Theology of the Body, character education, and using faith-based approaches to eliminate bullying. All of these experiences are used by teachers to enrich the instruction and leadership of the student as a whole child.

Each principal in the diocese also receives training to help them maximize student growth across the school. The annual diocesan principals' conference includes a guest speaker on topics ranging from instructional leadership, effective coaching of teachers, and implementing academic intervention. In addition, St. Mary's principal was selected to participate in the Kentucky Principals' Institute through the Center for Creative Leadership in Greensboro, North Carolina, in 2014-15.

The professional development efforts of St. Mary School have positively impacted student learning. Student scores on the Iowa Test of Basic Skills, High School Placement Test, Explore Test, and in-house literacy assessments have steadily increased over the past four years.

4. School Leadership:

The principal is the chief administrator of the school. The hiring and contract renewal of the principal is determined by the pastor. The Department of Catholic Schools of the Diocese of Covington approves these decisions. When a new principal was to be hired in the summer of 2011, a search and selection committee was formed to include staff members, school board members, a diocesan administrator, and finance experts.

The Department of Catholic Schools works with the principal to set and monitor instructional goals for the school. The assistant superintendent visits the school twice each year to evaluate progress toward these goals. For example, if the principal identifies math computation as an area for growth, he and the assistant superintendent will examine trends in standardized test data, examine the curriculum and resources used toward that goal in the school, and discuss strategies that other diocesan schools are using to that end.

Each year, the school's staff members are encouraged to submit responses to an appraisal of the principal. Items from this survey include: The principal assists teachers in using various methods to engage and improve student learning; The principal involves teachers in developing curriculum that meets students' needs; The principal shows concern for improving academic standards for all students.

St. Mary's Parish Education Council (PEC) is a committee that meets monthly to advise the school principal and parish's director of religious education. PEC collaborates with these leaders to devise policy and discuss issues related to the parish and school. Student achievement is a typical theme of discussion at PEC meetings. Standardized test scores, academic intervention, enrichment opportunities, student-teacher ratio, and classroom technology are frequent topics.

The Parish Finance Council meets quarterly to review the parish and school budget. The school principal

works with the pastor and parish business manager to propose a budget for each fiscal year, which is approved by Finance Council each spring.

The Parent-Teacher Club (PTC) is the primary fundraising organization. Monies raised by PTC cover the cost of several items that impact student performance: classroom supplies, Learning Ally license, Accelerated Reader subscription, and classroom technology (Chrome books, iPads, and projectors). The principal works with the PTC board each year to submit a budget. The principal identifies areas of need and proposes expenditure to PTC membership at monthly meetings.

The principal meets with the Faculty Advisory Board approximately twice each month. The board consists of a representative from each instructional team (preschool, specialists, grades K-2, grades 3-5, grades 6-8). This group discusses key issues to ensure that faculty members have input in important decisions whenever possible.

PART VI * INDICATORS OF ACADEMIC SUCESS

St. Mary School has experienced improved overall performance in the classroom in recent years. While many factors contribute to this progress, the implementation of the Intervention Block (IB) program has been instrumental in student success. Now in its fourth year, IB is the tool by which St. Mary individualizes instruction in a systematic process.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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 is the educational cost per student? \$6060
(School budget divided by enrollment)

4. What is the average financial aid per student? \$99

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 8%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Houghton Mifflin Harcourt</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	69
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>Iowa Test of Basic Skills</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Houghton Mifflin Harcourt</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	85
Number of students tested	30
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>Iowa Test of Basic Skills</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Houghton Mifflin Harcourt</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	80
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>Iowa Test of Basic Skills</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Houghton Mifflin Harcourt</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	69
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>Iowa Test of Basic Skills</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Houghton Mifflin Harcourt</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	81
Number of students tested	30
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>Iowa Test of Basic Skills</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Houghton Mifflin Harcourt</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	78
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>Iowa Test of Basic Skills</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Houghton Mifflin Harcourt</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	77
Number of students tested	30
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>Iowa Test of Basic Skills</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Houghton Mifflin Harcourt</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	70
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>Iowa Test of Basic Skills</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Houghton Mifflin Harcourt</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	74
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>Iowa Test of Basic Skills</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Houghton Mifflin Harcourt</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	74
Number of students tested	30
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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: