

U.S. Department of Education
2017 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. Carl Sabo

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

Official School Name St. Bernard Academy

(As it should appear in the official records)

School Mailing Address 2304 Bernard Avenue

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

City Nashville State TN Zip Code+4 (9 digits total) 37212-4269

County Davidson

Telephone (615) 385-0440 Fax _____

Web site/URL http://www.stbernardacademy.org/ E-mail cmila@stbernard.org

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*Dr. Therese Williams

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

E-mail
Therese.Williams@dioceseofnashville.com

District Name Diocese of Nashville Tel. (615) 383-6393

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 Mr. Jerome Del Pino

(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

1. 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. 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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
12. 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 (2016-2017) 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, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	10	11	21
K	10	25	35
1	18	19	37
2	14	9	23
3	13	19	32
4	19	12	31
5	26	24	50
6	16	17	33
7	15	25	40
8	15	20	35
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	156	181	337

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 5 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84 % 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 2015 – 2016 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, 2015 until the end of the 2015-2016 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2015	334
(5) Total transferred students in row (3) divided by total students in row (4)	0.012
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 15 %
49 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>17</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</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: 11
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	6
Classroom teachers including those teaching high school specialty subjects	32
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	12
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 11:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	99%	99%	99%	99%	98%
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 2016.

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.

Providing an excellent Catholic education built on a foundation of self-discipline, compassion, and responsibility for social justice in the tradition of the Sisters of Mercy.

PART III – SUMMARY

St. Bernard Academy (SBA) traces its rich history back to Mother Catherine McAuley who founded the Institute of the Sisters of Mercy in Dublin, Ireland, in 1831. In 1866, six Sisters of Mercy came to Nashville and opened St. Bernard Academy to four hundred students. In September of 1905, the Sisters opened their Hillsboro Road convent and moved the school into the building. Fifty-five years later, in 1960, the Sisters of Mercy erected a new building, built at the rear of the property, to house a high school for girls. The elementary school remained in the convent building. In 1970, the Sisters of Mercy adopted an innovative, non-graded program for grades one through six and in 1987, expanded this program to include a seventh- and eighth-grade junior high.

In the fall of 1988, the Sisters of Mercy decided to close the high school and sell the facility. Parents of the elementary school formed a not-for-profit foundation and bought the high school building, adding at this time a kindergarten. The Sisters of Mercy continued to provide several teachers and the basic educational philosophy of the Sisters of Mercy continued. SBA is considered to be one of the first elementary schools nationally to be bought and reorganized by a 501(c)(3) not-for-profit parent group.

St. Bernard Academy celebrates its 150th anniversary throughout the 2016-2017 school year. The school's unique history was honored with on-campus celebrations, service projects, and community events. These events served to inspire the community, strengthen relationships with graduates, and show gratitude to the Sisters of Mercy for their continued efforts to bring academic excellence and faith to the Nashville community.

Coinciding with the 150th anniversary celebration, St. Bernard recently completed construction of a nearly 18,000-square-foot addition. The addition includes seven academic classrooms, a multi-purpose room, a new music room, an administrative office suite, a new main lobby and front entrance, and an all-weather playground. The facility has been specifically designed to support and accommodate SBA's curriculum, programs and activities for up to 350 students in Junior Kindergarten (JK) through 8th level. ^[1]_[SEP]

St. Bernard Academy is located in a residential area of Nashville, Tennessee, in close proximity to several universities and medical centers. Most SBA students come from families with well-educated parents, mainly employed in business or service professions (law, medicine, finance, technology, education).

St. Bernard Academy provides a distinctive, academic program designed to challenge and empower students to reach their fullest potential. Special emphasis is placed on content knowledge, critical thinking skills, problem solving, and the effective use of language. The academic program at St. Bernard Academy allows for readiness grouping of students in mathematics (levels 1-8), reading (levels 1-4), and language arts (levels 5-8). This approach allows for students to be appropriately challenged at either grade level instruction or at an accelerated pace. Students with identified learning differences and disabilities are offered support by the school counselor, learning specialist, and speech-language pathologist to ensure success in a rigorous academic environment.

The teaching faculty is departmentalized at each grade level, JK-8. Strong content knowledge is essential for being able to teach and appropriately challenge students at each level. Departmentalization requires independence and responsibility on the part of each student. As early as first level, students move between classrooms and teachers. Developing this independence and responsibility is key to student success at SBA.

The curriculum is rigorous and challenging for all students at St. Bernard Academy. Teachers and their departments have been tasked with accurately documenting and analyzing unit plans, assessments, and standards to ensure that SBA graduates are well prepared for high school and beyond. The school moved to the ERB CTP in recent years to get a more accurate picture of student performance, specifically in relation to other independent schools.

St. Bernard Academy has an active service-learning program, rooted in the tradition of the Sisters of Mercy. Service projects are an integral part of the curriculum at each grade level. The school's student council also

leads several all-school service projects throughout the year.

In 2011, St. Bernard Academy became the first Catholic school and the first independent school in the city of Nashville to implement the Olweus Bullying Prevention Program. The program gives students and teachers the resources and strategies needed to identify, prevent, and intervene in bullying situations. Due to its large success at SBA, the program is no longer in full implementation, but the foundations and guiding principles continue to provide a framework for addressing such issues. This year, the faculty and administration began using Responsibility-Centered Discipline as an approach to addressing challenging behaviors in the classroom. This approach places expectations on students to take responsibility for their actions and create plans to correct misbehaviors.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Bernard Academy strives to ensure that curriculum is current, relevant, and challenging and fulfills the goal of developing the whole child. Core curriculum requirements include mathematics, science, reading, language arts, social studies, and religion. In addition to the content standards held by each department, St. Bernard Academy holds these learning goals for each student:

Spiritual Growth – Students of all faiths will develop a knowledge and understanding of God and the value of their own spiritual nature in a Catholic learning environment.

Social Responsibility – Students will demonstrate an understanding of their responsibilities as contributing members of the community.

Personal Wellness – Students will develop healthy, respectful attitudes and practices that promote physical and emotional wellbeing.

Interpersonal Skills – Students will be able to interact respectfully and collaborate productively with others in a variety of academic and social situations.

Communication Skills – Students will be able to effectively express themselves individually and collaboratively through written, oral, artistic, and technological methods.

Thinking and Reasoning Skills – Students will be able to use basic skills and knowledge to analyze, evaluate, and synthesize information in order to solve problems and perform meaningful tasks.

Expanding and Integrating Knowledge – Students will be able to relate knowledge, experiences, and understanding acquired from different subject areas to their daily lives.

Learn to Learn – Students will employ a variety of strategies, skills, and technological tools to enhance their own learning and produce consistently high quality work.

The reading/literature curriculum develops a high level of literacy through a dynamic interrelationship between reading, writing, speaking, and listening skills. In the lower levels, the focus is on a blend of strong foundational reading skills and rich literary experiences. In the intermediate levels, the emphasis shifts to the comprehension and analysis of a wide range of multicultural literary selections by noted authors. Exposure to selections from all of the major literary genres and diverse historical periods broadens a thematic understanding of the philosophical, ethical, spiritual, and aesthetic dimensions of human nature. Students are encouraged to view reading as an important source of learning, enjoyment, inspiration, and personal fulfillment. The department strives to promote the continued development of literary skills and encourage a lifelong appreciation of literature.

The language arts department is committed to the development and the refining of the ability to communicate. The fundamental tool therein is language itself, recognizing that language is the binding element of all academic disciplines and is, therefore, indispensable to both their comprehension and propagation. Through the study of language, students develop not only the intellectual, social, moral, and spiritual qualities necessary to serve God and society, but they also develop a command of language that is crucial to navigating the varied types of discourse that exist in the twenty-first century. The department strives to create SBA graduates who possess an exemplary grasp of the listening, speaking, and writing skills that will distinguish them from their peers and will carry them to success in all their endeavors. With an emphasis on grammar, spelling, speaking, and writing, the department engages in a focused, cyclical plan of instruction that consistently fulfills the school-wide learning goals.

The mathematics curriculum is structured to develop mathematically proficient students who will be able to meet society's demands for well-informed citizens who can apply mathematics to solve problems that arise in everyday life, both locally and globally. Through their studies, SBA students acquire the skills necessary to reason both abstractly and quantitatively, make strategic use of available tools, think critically, solve problems logically, resourcefully, and morally, and communicate effectively and precisely to others. The curriculum promotes rigor by including advanced mathematical content knowledge and by requiring deep understanding at each grade level. A spiral approach to instruction fosters development of strong content knowledge.

The science curriculum has been developed to extend a student's natural curiosity. Through active inquiry-based learning, students verify knowledge and resolve problems accordingly. Hands-on activities are prevalent in all grade levels. Technology integration is essential for data collection and analysis. Students acquire content knowledge through both direct instruction and application. The department has been tasked with going beyond the textbook and aiding students' exploration of science.

The social studies curriculum, through the lens of Catholic teaching, helps students understand their world through historical, geographic, social, political, and cultural events. Students acquire a greater understanding of their rights and responsibilities as citizens of their local, national, and global communities. Learning experiences provide opportunities to develop critical thinking and interpersonal skills in order to become reflective thinkers who make informed and well-reasoned decisions. The curriculum aims to inspire students to become models of the Catholic faith by promoting peace and justice within their community and throughout the world. The ultimate goal is that students learn about the past so that they understand and serve in the present in order to provide a better world for the future.

The religion department strives to provide a foundation of self-discipline, compassion, and a sense of responsibility for social justice in the tradition of the Sisters of Mercy. St. Bernard Academy creates a Catholic atmosphere that cultivates a respect for the peoples, cultures, and religions of the world and promotes spiritual growth of students of all faiths. The religious instruction and the environment that permeates the lives of SBA students enable them to develop a sense of responsibility to serve the needs of others, and develop a moral and spiritual life based on gospel principles.

Children attending Saint Bernard Academy's Junior Kindergarten (four-year-old) program are better prepared for the academic rigor of the Kindergarten curriculum and beyond. The five-day program allows students more time to focus on learning and establishing routines consistent with developmentally appropriate expectations. The social structure and the daily lessons maximize instructional time and allow the children to process and retain knowledge prior to entering Kindergarten. Full-time enrollment allows for direct instruction in math, science, reading/language, social studies, and religion as well as weekly participation in art, PE, and computer. Children participating in SBA's full week Junior Kindergarten program show significant growth in language, social-emotional development, physical health, cognitive development, math and literacy skills, and science concepts. Students enrolled in this program transition easily into Kindergarten and beyond as they are well prepared for the structure and academic requirements of daily life at St. Bernard Academy.

2. Other Curriculum Areas:

At St. Bernard Academy, students' participation in the fine arts helps educate the whole person. The fine arts classes encourage a culture of student imagination, critical thinking, collaboration, and teamwork – skills necessary for all types of learning. The department promotes imagination and creativity, collaboration with peers, appreciation for the arts through creation and performance, and uninhibited self-expression. The fine arts help develop self-confidence and help students appreciate diversity. The fine arts department helps students challenge modern convention through artistically engaging current affairs, and through the lens of SBA's social justice mission and the themes of Catholic social teaching. Whether novice or advanced, students are met where they are through individualized instruction using scaffolding to further develop as artists.

Visual art students in all levels at SBA are exposed to the lessons from SRA Art Connections including

supplemental cross-curricular material. In the younger levels, content includes line, shapes and forms, working with colors, exploring texture and balance, creating pattern, rhythm, and movement, and identifying harmony, variety, and unity. In the intermediate and advanced levels, students also explore size, placement, and perspective, create three-dimensional works, explore proportion and distortion, and work with different color media and methods.

Quaver's Marvelous World of Music is used as the foundation of the music curriculum. In the lower school (levels 1-4), students study beat, meter, notes and rests, melody, and rhythm. Songs for monthly masses are rehearsed. Students are introduced to rhythm instruments. Levels 3-6 learn and perform on the recorder. Through the intermediate levels, tempo, chords, harmony, and articulation are added to the curriculum. Ukuleles and guitars are introduced to the upper levels, where students move to the study of pitch, time signatures, and dynamic levels. SBA partners with the Country Music Hall of Fame for visits and projects for several grade levels.

The curriculum requires at least one meeting of visual art and one of music per week. Students are often able to add an additional fine arts class as dictated by the school-wide schedule.

The foreign language curriculum is based on the National Foreign Language Standards and incorporates communication, culture, connections, comparisons, and communities. Through the skills of listening, speaking, reading, and writing, students are able to broaden their awareness, acceptance and understanding of the Hispanic and French culture. Elements of the Catholic faith tradition are integrated into the Spanish and French curriculum in order to provide a meaningful language and cultural experience. Understanding a different culture helps create an appreciation and awareness for the diversity of all of God's children. Spanish is required of students in levels 5-6, twice per week. In levels 7-8, students can choose to continue their Spanish studies or elect to begin French. These classes meet three times each week. St. Bernard Academy is in compliance with the program's foreign language requirements.

The physical education department believes that PE contributes to the wellness of the whole child – physically, intellectually, emotionally, spiritually, and socially – and helps develop each child's God-given talents at all ability levels. The department promotes teamwork, healthy competitiveness, sportsmanship, and cooperation with students and teachers. Lifelong participation in recreational and sports activities is strongly encouraged to increase physical fitness and healthy living. The department challenges students to seek personal levels of excellence in a supportive environment.

JK–level 2 physical education classes focus on the basic skills and techniques of movement, teamwork, and sportsmanship needed for success in life. Various activities are introduced using beanbags, parachutes, scooters, balls, hula-hoops, jump ropes, and other equipment. Basic games and relay races are a common theme for this age group. For levels 3-8, the rules, skills, and strategies of different sports are introduced and taught. These sports include football, lacrosse, basketball, hockey, tennis, volleyball, soccer, and whiffle-ball. For each sport, instructional time is dedicated to the individual skills required of that sport before a full game is ever played. Strength and conditioning are also components of physical education class. At the end of the year, students compete in a decathlon competition.

The curriculum requires at least two meetings of physical education per week. Students may be able to add an additional PE class as dictated by the school-wide schedule. The addition of the multi-purpose room has also increased the availability of PE time. Students have a daily morning break and recess. This time is most often spent outside; students are encouraged to be active during these times.

The goal of the technology department is to instruct and educate students, faculty, and staff in the proper integration of emerging technology across the curriculum. Using technology as a collaborative tool, students develop critical-thinking and problem-solving skills alongside digital citizenship through blended learning in and out of the classroom. Students are instilled with a sense of accountability in the digital age and are expected to exhibit compassionate, sincere, and appropriate behavior both on campus and off in regards to technology.

The curriculum requires one meeting of computer class per week for JK-level 4. Students develop

proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software, and connectivity. Subjects covered include basic operations, typing, word processing, spreadsheets, and multimedia and presentation tools. Students develop the ability to use technology for research, critical thinking, decision-making, communication and collaboration, and creativity and innovation. In the upper school (levels 5-8), technology is heavily integrated into the core curriculum, and technology instruction is focused on application within the classroom.

3. Instructional Methods, Interventions, and Assessments:

St. Bernard Academy offers a comprehensive academic program that meets the needs of the individual learner. Differentiated instruction is key to this success. The use of “level” instead of “grade” further distinguishes the program’s ability to adapt instruction to meet the needs of each learner. The readiness grouping inherently creates differentiated instruction; within each readiness-grouped class, further differentiated instruction hones in on each student’s needs.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

As an independent Catholic school, St. Bernard is in a unique position to serve a community with very high expectations for academics, athletics, service, and faith. Teachers hold high standards in their classrooms. Coaches challenge their athletes. Students step outside of their comfort zone to serve those in need. The entire school community joins together for Mass monthly. St. Bernard's success is a direct result of these high expectations.

This success also relies on how the school supports the students. Teachers work closely with parents to guide learning. Offering extra help before and after school, differentiating instruction, reaching multiple learning styles, and providing ongoing assessment aid in academic growth. Students are motivated to work hard because they know the expectations are high and the support is in place to help them succeed. Additionally, students develop independence and responsibility throughout their time at SBA.

St. Bernard Academy has been recognized by "The Tennessean" as a "Top Workplace in Middle Tennessee" in 2014, 2015, and 2016. Teachers enjoy their work and the workplace atmosphere is positive. Faculty members are cared for and respected as teachers and colleagues. The caring nature of SBA as a workplace sets it apart, ensuring that each employee feels valued. The leadership is strong. The head of school does not micromanage, instead trusting each employee to be an expert at his or her job. The administration holds an open-door policy, welcoming those who need them.

New teachers receive pre-service training followed by mentorship during their first year at SBA. Departments and units meet regularly, in addition to full faculty meetings.

2. Engaging Families and Community:

Though the St. Bernard and Nashville communities have changed during the school's 150-year history, the commitment to serving this community has remained a pillar of importance, rooted in the tradition of the Sisters of Mercy. St. Bernard's service-learning program and student council are integral to this service. Each grade level has a different community partner that they work closely with throughout the year. For example, Kindergarten visits and learns about the Ronald McDonald House. Each month students collect and personally deliver a different item to donate to the house that the families need. The students learn at a very young age the importance and value of giving to others. Other grade-level projects include: Metro Nashville Police Department, Heifer International - Read to Feed, St. Luke's Community House, and Room in the Inn. School-wide service projects, frequently led by the student council, include working with St. Andrew Society on Earth Day and collecting food drive items for Second Harvest Food Bank. Additionally, SBA has partnered with several higher education institutions in the area to connect students to college students, including the Vanderbilt University and the Belmont University Athletic Programs. St. Bernard Academy is always seeking to grow community partnerships and supporting our neighborhood relationships.

St. Bernard is dedicated to continual communication with families and the community. The "Bear Facts," an electronic newsletter, is sent to current SBA families weekly. The "Clairvaux," an annual report, is sent to all alumni, board members, grandparents, parents, and friends of SBA. Social media accounts including Facebook, Instagram, and Twitter, post at least five times per week with the goal of sharing the school's culture and achievements with the community and beyond. Bimonthly videos are posted on YouTube. St. Bernard reports quarterly in the neighborhood newsletter.

St. Bernard began a parent education series in the fall of 2016. Offering guest speakers once in the fall and once in the spring, the speaker series invites the school parent community and also parents and professionals from the neighboring community and schools. The fall session, "Anxiety in Today's Student," was led by a local social worker. The spring session was a presentation by the executive directors of the Gurian Institute and the National Center for the Development of Boys. The spring presentation was

paired with professional development for the faculty on meeting the physiological and developmental needs of boys and girls in the classroom.

3. Professional Development:

Saint Bernard Academy is a learning organization at all levels. Professional development and learning for faculty and staff is strongly emphasized and has grown over the last several years. Professional development is offered in a variety of formats that allows teachers to pursue their own identified areas of growth in addition to those that are identified by the school administrators for overall school growth. Priorities for these areas of growth are identified through faculty polling and administrative research of current educational trends. Professional development opportunities address a variety of topics that focus not only on the academic needs but also the social-emotional needs of SBA students. There are a variety of factors that impact student achievement, and the ultimate goal is to provide opportunities and activities that will support all students to reach and exceed their potential.

Four years ago, the administration made a greater effort to bring professional development to campus. Each school year starts with a weeklong in-service that includes a minimum of ten hours of professional development. Topics addressed during this in-service week have included technology use in the classroom, grading and assessment practices, social-emotional learning, and meeting the needs of diverse learners in the classrooms. Guest speakers and presenters have included both local and national figures. In the fall of 2016, the faculty spent two days learning a new classroom management and discipline strategy called “Responsibility-Centered Discipline.” In the spring of 2017, the faculty furthered their understanding of the physiological and developmental needs of both boys and girls with a presentation from the executive directors of the Gurian Institute and the National Center for the Development of Boys. Every other year, all faculty and staff members receive CPR, First Aid, and EpiPen training.

In addition to in-house professional development, faculty members are granted opportunities to attend local, regional, and national conferences. These include conferences sponsored by NCEA, SAIS, TAIS, NCTM, AMLE, NSTA, NAEA, NafME, and IDA. These conferences provide teachers the opportunity to improve their classroom instruction specific to their students’ needs and their academic content areas.

All faculty and staff members are provided access to SimpleK12, a web-based service that provides live and on-demand webinars and resources on over 40 different school-related topics. Teachers may self-select webinars to watch, and the administration has the ability to assign specific webinars for individuals or the faculty as a whole to watch. This has been an excellent tool for teachers who find it difficult to leave their classrooms and instead can watch at their convenience.

Collectively, the faculty completes over 1,000 hours of in-service annually, with the individual teacher averaging over 30 hours each year.

4. School Leadership:

St. Bernard Academy is a Catholic independent school in the Diocese of Nashville. St. Bernard Academy was founded by the Sisters of Mercy in 1866. The Sisters closed the high school in 1989 and a not-for-profit was created allowing the elementary school to continue in the former high school. St. Bernard Academy is its own juridical entity and has a Board of Trust that serves in an advisory capacity.

SBA is blessed with a committed board that shares the school’s philosophy, providing support when needed but otherwise not engaging in the day-to-day operations. 100% of the board supports the school financially and provides leadership through committee work that engages marketing, building and grounds, and finance. The executive committee meets regularly with the Head of School in his role as institutional leader.

The Head of School is the leader of the community charged with creating an environment that allows for student learning as well as teacher development. The Head believes in hiring the right person for the position and providing the support that allows that person to be successful. The Head serves at the

discretion of the board and has proven to be visionary in regards to academic instruction, assessment, and improvements to the physical plant. All decisions are based on appropriateness to the mission statement. The Head of School is well respected by the staff and is open to collaboration on most matters. He has an open-door policy for parents, faculty and students and this has served the administration well. He is energetic and has created an excitement for the success of each person in his charge.

The Head is supported by the Assistant Head of School who assists with the oversight of the daily operation of the school and supervises the teaching faculty. The Assistant Head manages the school's professional development in collaboration with the Head of School and the Director of Academic Services. The Assistant Head also works with the Director of Academic Services to aid teachers with proper assessments and instructional methods.

The Director of Academic Services works in collaboration with the Head of School and oversees the standardized testing program, including the ERB CTP. In order to best meet the instructional needs of the students, the standardized tests were moved from late spring to October in order to help identify individual student weaknesses as well as observe any educational trends among the faculty. Academic instruction is then tailored to address these weak areas.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Readiness grouping at St. Bernard Academy is a key component to the school's success. The ability to truly meet students where they are and to appropriately challenge them is both an attractive feature for prospective parents and a successful practice that creates strong, competitive, and well-prepared graduates.

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? \$13767
(School budget divided by enrollment)

4. What is the average financial aid per student? \$3000

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 12%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: CTP

Grade: 3

Edition/Publication Year: N/A

Publisher: ERB

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Oct
SCHOOL SCORES	
Average Score	307
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	0
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: These scores are for the October 2016 administration of the CTP from students enrolled for the 2016-2017 school year.

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: CTP
Publisher: ERB

Grade: 4
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Oct
SCHOOL SCORES	
Average Score	314
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
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: These scores are for the October 2016 administration of the CTP from students enrolled for the 2016-2017 school year.

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: CTP
Publisher: ERB

Grade: 5
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Oct
SCHOOL SCORES	
Average Score	337
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	0
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: These scores are for the October 2016 administration of the CTP from students enrolled for the 2016-2017 school year.

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: CTP
Publisher: ERB

Grade: 6
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Oct
SCHOOL SCORES	
Average Score	345
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
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: These scores are for the October 2016 administration of the CTP from students enrolled for the 2016-2017 school year.

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: CTP
Publisher: ERB

Grade: 7
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Oct
SCHOOL SCORES	
Average Score	360
Number of students tested	40
Percent of total students tested	100
Number of students alternatively assessed	0
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: These scores are for the October 2016 administration of the CTP from students enrolled for the 2016-2017 school year.

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: CTP
Publisher: ERB

Grade: 8
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Oct
SCHOOL SCORES	
Average Score	364
Number of students tested	35
Percent of total students tested	100
Number of students alternatively assessed	0
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: These scores are for the October 2016 administration of the CTP from students enrolled for the 2016-2017 school year.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: CTP
Publisher: ERB

Grade: 3
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Oct
SCHOOL SCORES	
Average Score	335
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	0
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: These scores are for the October 2016 administration of the CTP from students enrolled for the 2016-2017 school year.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: CTP
Publisher: ERB

Grade: 4
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Oct
SCHOOL SCORES	
Average Score	333
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
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: These scores are for the October 2016 administration of the CTP from students enrolled for the 2016-2017 school year.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: CTP
Publisher: ERB

Grade: 5
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Oct
SCHOOL SCORES	
Average Score	350
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	0
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: These scores are for the October 2016 administration of the CTP from students enrolled for the 2016-2017 school year.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: CTP
Publisher: ERB

Grade: 6
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Oct
SCHOOL SCORES	
Average Score	358
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
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: These scores are for the October 2016 administration of the CTP from students enrolled for the 2016-2017 school year.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: CTP
Publisher: ERB

Grade: 7
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Oct
SCHOOL SCORES	
Average Score	359
Number of students tested	40
Percent of total students tested	100
Number of students alternatively assessed	0
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: These scores are for the October 2016 administration of the CTP from students enrolled for the 2016-2017 school year.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: CTP
Publisher: ERB

Grade: 8
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Oct
SCHOOL SCORES	
Average Score	360
Number of students tested	35
Percent of total students tested	100
Number of students alternatively assessed	0
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: These scores are for the October 2016 administration of the CTP from students enrolled for the 2016-2017 school year.