

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. Tim Forbes

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

Official School Name Saint Matthew School

(As it should appear in the official records)

School Mailing Address 533 Sneed Road W

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

City Franklin State TN Zip Code+4 (9 digits total) 37069-9003

County Williamson

Telephone (615) 662-4044 Fax (615) 662-6822

Web site/URL http://www.stmatthewtn.org/school E-mail ggriffith@stmatthewtn.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 Mrs. Leslie Holt

(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	0	0	0
K	19	17	36
1	25	20	45
2	18	25	43
3	23	20	43
4	24	18	42
5	26	26	52
6	27	27	54
7	27	23	50
8	26	27	53
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	215	203	418

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 0 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	8
(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)]	10
(4) Total number of students in the school as of October 1, 2015	403
(5) Total transferred students in row (3) divided by total students in row (4)	0.025
(6) Amount in row (5) multiplied by 100	2

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: 7 %
28 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>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</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>1</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
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	4
Classroom teachers including those teaching high school specialty subjects	18
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	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 13:1
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	96%	96%	95%	96%	96%
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.

Educating children as we pass on the tradition and teachings of the Catholic faith.

PART III – SUMMARY

Saint Matthew is a co-educational, K-8, parish elementary school located in Franklin, Tennessee, operating under the auspices of the Diocese of Nashville.

Saint Matthew was the first Catholic school in Williamson County, opening its doors in the fall of 2001 to 125 students in grades K-4. Plans were originally in place to add one class per year until there were two classes of each grade, K-8. However, due to unexpected high demand, a second class of each grade was added beginning in fall, 2003, a full five years ahead of schedule. At that time, a \$4.1 million capital campaign allowed for a gymnasium and additional classrooms to be built, and by the fall of 2005, Saint Matthew School was operating with a complete campus and students in grades K-8. Saint Matthew has grown to a current enrollment of 418, and fifteen years later, it is the second largest Catholic elementary school in the Diocese of Nashville.

Students come from six counties to attend Saint Matthew School, although the immediate community of Franklin, Tennessee, which is located in Williamson County, comprises most of the student population. The demographics of the school community closely mirror the demographics of the community at large, which is 90% Caucasian and 10% other ethnicities. The average family income in Williamson County is above the state average, and 51% of the community holds a Bachelor's degree or higher. Williamson County has some of the highest performing public schools in the state of Tennessee, and there are a number of other private schools in the area with excellent reputations, so it has been a challenge for Saint Matthew School to remain a viable option for parents when choosing the best place for their child's education. With rigor, heart, and a foundation rooted in faith, Saint Matthew School brings its own special flavor to the mix and is flourishing.

The school motto was inspired by the Saint Matthew School acronym, SMS. SMS not only stands for Saint Matthew School, but also stands for Seeking Knowledge, Modeling Christ and Serving Others. These three simple words, Seeking, Modeling and Serving, are the guiding force behind every aspect of daily life at the school. This motto was the impetus behind the school's philosophy from its inception and is still the philosophy that drives teachers, students, parents, academic success, and social, emotional and spiritual growth today.

In the area of Seeking Knowledge, Saint Matthew is proud of its commitment to providing a quality education to all students. The effectiveness of that commitment can be seen in the achievement results on standardized tests. Saint Matthew students are high achievers and rank at the top of the diocese. The school offers a challenging curriculum which is implemented so that all students, regardless of ability, receive the thinking and learning skills necessary for success. Programs are in place to make sure that students can reach their maximum potential. To that end, the school employs a learning specialist and counselor, offers afternoon and early morning help sessions and has instituted a middle school advisory program. Teachers use alternative teaching methods such as Brain Gym to ensure that students receive instruction in the modalities through which they learn the best. Math Counts, Science Olympiad, Club Invention and Forensics offer students an opportunity to explore and extend educational pursuits beyond the classroom.

In the area of Modeling Christ, Saint Matthew strives to be a place where all children are accepted for who they are, and a place where children can see the humanity in the people around them. Through activities such as daily prayer and religion class, twice-weekly Mass, sacrament preparation and Eucharistic Adoration, students are constantly immersed in the rich traditions of the Catholic faith. Classroom instruction also artfully weaves the values and morals of the church into each lesson and helps students to form a strong Catholic identity.

Serving Others is perhaps the area in which Saint Matthew School shines the brightest. The mission to serve the community at large is lived every day as students perform innumerable acts of service to those in need. Our Lady of Miracles in Haiti, Room in the Inn, Special Olympics, Ronald Mc Donald House and Camp Marymount are just a sampling of the organizations that students have assisted. Five years ago, the school also instituted what has now become an annual event called Service Day. On Service Day, students spend

an entire seven hour school day immersed in service projects for others. They have collected tens of thousands of dollars, completed countless service endeavors and brightened the lives of hundreds each year. At Saint Matthew School, service comes as naturally as breathing.

In today's world, a single child blessed with knowledge, faith and a willingness to serve can achieve amazing things. Imagine what is possible when an entire school dedicates itself to that philosophy. Those possibilities are being realized every day at Saint Matthew School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum of Saint Matthew School is based upon the curriculum established by the Diocese of Nashville. The diocesan standards are vertically aligned with national and state standards. Students receive spiraling instruction in all areas, ensuring that each child acquires the knowledge and skills necessary to bring them the most success.

As a Catholic school, religious instruction is the most integral part of the daily life at Saint Matthew. The religion curriculum is based on Catholic doctrine, teachings, values, and traditions. Sacramental preparation is an important component of the second and eighth grade curriculum. The school participates in Mass twice a week where middle school students take an active role as altar servers, lectors, and cantors. Elementary students participate in children's choir and gift bearing. Seeking Knowledge, Modeling Christ, and Serving Others is the standard reflected in the core of the religion curriculum.

The language arts curriculum is presented through a number of components: phonics, spelling, reading, writing and vocabulary. This integrated program provides the necessary foundation and tools needed for success in all other curricular areas. Elementary students develop a growing phonemic awareness, greater reading fluency and comprehension through small group instruction. Intermediate grades four and five continue the learning spiral based on the foundation set in the elementary grades and strengthen it through composition and exploration of the connections made between subjects. Authentic literature and a multitude of resources are used by content-specific teachers to actively engage students during the learning process in order to become solid, independent readers. Middle school students are also taught by content-specific teachers and work from a literature anthology, as well as specific novel studies, poetry, and classics that combine discussion, research, and cooperative learning. All of the skills are carefully applied, and then integrated with the writing program, in order to ready each student for the high school classroom.

The Everyday Math series is utilized in kindergarten through fourth grade. Students use concrete, real-life examples, repeated exposures to concepts and skills, frequent practice of basic computation, and multiple methods and problem-solving strategies, which allows them to be successful mathematicians no matter where they are developmentally. The fifth grade math curriculum is based upon a variety of resources that incorporates projects that connect to real world application. Students participate in the PALS program (Peer Assisted Learning Strategies) and the Accelerated Math program is used to further individualize instruction. Beginning in the sixth grade, students are placed in leveled math classes that coincide with their learning styles. Middle school math, pre-algebra, and Algebra I are offered. Leveling the math curriculum prepares the students for high school in an environment that is most conducive to their learning style and pace, promoting confidence to better prepare them to be lifelong learners.

The science curriculum is taught through experiential and exploratory activities using concrete, manipulative materials, as well as cooperative learning activities. In the elementary grades, the science curriculum is greatly enriched through bi-monthly hands-on exploration in the Science Lab. Fourth through eighth grade students participate in STEM activities and lab experiments weekly. Field trips to places such as local farms, the Huntsville Space Center, and the Discovery Center allow students to make connections to concepts they are studying in the classroom. Special programs and guest speakers allow students to experience the wonder of holding a moon rock, observing a chemical reaction, or dissecting a cow's eye.

The social studies curriculum provides a global perspective for students and an appreciation for history as it relates to current events. On a field trip to Travelers Rest, elementary age children experience what it is like to be a student during the 18th century. Fourth grade students dress in period clothing and are docents at The Hermitage, home of former President Andrew Jackson. The school offers Model United Nations, allowing Middle School students to increase global awareness. The principal and middle school social studies teacher have each traveled to Haiti, and through the use of technology, Saint Matthew students were able to communicate with their Haiti counterparts sharing an experience of cultures. Occasions such as these provide a greater understanding of the world at large, and allow students to travel virtually around the world.

2. Other Curriculum Areas:

Saint Matthew School is dedicated to ensuring that each student has the opportunity to discover and develop the gifts of diverse learners.

Studies in the visual arts are offered weekly for students in kindergarten through eighth grade. The program is designed to enhance the visual processing system which helps with increasing student learning and achievement across all academic areas. There are numerous hands-on lessons which promote fine motor development, language development, creativity, as well as the development of the decision-making process.

The school library and media center exists to support all aspects of the students' learning. Seven desktop computers, three laptops and 26 iPads are available for students to use for research and collaborative projects. Students also use this technology to take Accelerated Reader 360 tests on novels and nonfiction articles and the STAR Reading and Math Assessments, so that teachers can monitor their progress and continually challenge them to work toward higher goals. Teachers can supplement their classroom libraries with a wide range of non-fiction books and biographies relating to their units of study or come to the library to work one-on-one with students needing extra support. The student-friendly library space is valuable for group projects, guest authors, writing workshops, puppet shows and presentations on the big screen. Students in the kindergarten through fifth grade attend library class once a week. Middle school students utilize the media center for research and collaborative small group engagement to support their classroom learning.

In grades kindergarten through fourth, students attend choir once a week. Beginning in fifth grade, students choose between chorus or band and attend that enrichment class twice a week. Through band and chorus, students are taught collaboration and teamwork, creativity and imagination, critical thinking and problem solving. Band students learn self-discipline, cooperation and perseverance. The relationship between band participation and increased achievement in the classroom has been well documented.

Saint Matthew School offers a comprehensive physical education program which meets twice a week for students in kindergarten through eighth grade. The physical education program introduces every student to activities and exercises that ensure students learn good, healthy, lifelong habits. Activities at all levels also focus on motor skill development and self-discipline. All grades participate in the national Presidential Youth Fitness Program.

In this age of globalization, the study of another language opens up many possibilities for students to be better communicators and contributors to society at large. Beginning in kindergarten, students attend Spanish class weekly. Middle school students participate in Spanish twice a week. The goal of the program is to raise cultural awareness while emphasizing vocabulary, grammar, phrases, and conversations. Saint Matthew School is in compliance with the program's foreign language requirements.

Saint Matthew School offers its third through eighth grade students a technology/makerspace lab. It contributes to the academic success of the students by creating opportunities for them to learn by using their tactile senses. The school maintains that students should not be passive in acquiring knowledge, but active at making meaning, testing out theories, and trying to make sense out of the world and themselves. These active learners can then apply their creative thinking skills to all areas of their lives.

The school's technology lab is equipped with materials such as iMacs, iPads, 3-D printers, robotics, virtual reality, and STEM sets, along with recycled materials and other non-digital items. Students in grades three and four have scheduled computer time once a week, and grades five through eight, twice a week. The lab also strives to make connections with other core classes using cross-curricular activities which further student learning opportunities.

Since 2007, Saint Matthew School has offered an inquiry science lab experience for its youngest students from grades kindergarten to five. This bi-weekly, in-lab experience enriches the students' academics beyond their science and math classes. The goal is to engage students with hands-on activities and inquiry-based lessons as soon as possible. Students are challenged to explore materials and scenarios and devise

possible explanations for their results. Students work in collaborative groups exploring outcomes while gathering data, and sharing discoveries and explanations with each other and the class.

Students in grades six through eight participate in a weekly advisory program. Advisors help students to transition through the middle school experience, provide a comfortable environment for students to express their opinions, and enable students to connect to a small group within the larger class group. Students feel secure, and enjoy the benefits of creating meaningful relationships with each other, and with a special adult advocate in the school.

3. Instructional Methods, Interventions, and Assessments:

Each student at Saint Matthew School learns and grows in his or her own unique way. The faculty utilizes best practices, assessment data, and individual student needs to create an environment that best meets each child's learning style. Differentiated instruction enables teachers to address and enhance each student's educational experience. For example, this year the school implemented a leveled math program in grades six and seven. These students have been divided into three math groups; grade level, grade level plus, and accelerated, providing the students with instruction at their own developmentally appropriate rate. Regardless of ability, all students at Saint Matthew School will have completed Algebra I upon graduation, but they will have done it at their own pace.

In addition, whole group instruction, Harkness discussions, learning centers, projects, cross-curricular activities, multi-age level experiences, and cooperative learning opportunities are designed to stimulate each individual learner. Through these various teaching methods the uniqueness of each student is supported and nurtured.

The integration of technology as a learning tool significantly enhances the learning experience and connection to the world for each student. Star Fall, Flocabulary, BrainPop and BrainPop Jr., Discovery Education, and Reading A-Z are just a few examples of the websites used daily by teachers and students. Students are being trained in Google, and teachers are utilizing various Google applications to enhance their teaching methods and planning. There are iPads available for students' use, and teachers have iPad Pros which they use to connect with both individual students in real time or to project their screens to the entire room for whole class instruction.

There is a Learning Specialist on staff who provides a variety of instructional techniques and assessments to guide students through meaningful learning experiences in grades kindergarten through eighth for reading intervention and academic content help. For example, an Orton-Gillingham based phonetic reading intervention for struggling readers is used in kindergarten through third grade that includes skill and drill, games and activities using technology, demonstration of knowledge of phonics, sight words, reading fluency, and writing. This program also incorporates strategies for all learning styles: auditory, visual, and kinesthetic. The Learning Specialist is also available for small group testing, reading tests to students and helping as an extra hand in classrooms when needed.

Each grade level incorporates small group and individual instruction including direct instruction/modeling, drill and practice, demonstration of knowledge, and activities utilizing technology. There is a full time aide in each kindergarten class. A Reading Recovery teacher works closely with the Learning Specialist and classroom teachers to meet the needs of those children requiring specialized intervention. The Guidance Counselor teaches all grade levels, kindergarten through eighth, the Safe At Last curriculum as well as meets with individual students as needed.

Speech services and occupational therapy are offered through a partnership with Williamson County Schools to those students who qualify. Saint Matthew School has had students with prolonged medical challenges, such as cancer, and students who have undergone complicated surgeries which required long recoveries. The school met their needs through the use of technology such as Skype, Facetime and Google Docs, and students continued to be active participants in the classroom even when they were not physically present.

The school uses multiple formal and informal assessments to drive instruction. Formal assessments such as Iowa Assessments are given yearly. Star Reading Assessment, Star Math Assessment, and Dynamic Inventory of Basic Early Literacy Skills (DIBELS) and a Developmental Reading Assessment are given at least once a quarter to students. Along with formal assessments, informal assessments are made daily by each teacher. All of these measures are used as a basis for modification and improvement of instruction. The school's progressive style allows teachers to change course when necessary, and the administration gives teachers the latitude to evaluate, select and modify their materials and their instruction when assessments show that a change is needed. As an example, the school instituted a change to its math program for kindergarten through fourth grade a few years ago, when evidence showed that the students needed to elevate their understanding of math concepts.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Saint Matthew School is a mission-driven institution. The mission, in turn, gives the motto, Seeking Knowledge, Modeling Christ, Serving Others, its purpose. Whether it is students, teachers, parents, alumni, co-curricular coaches or athletic coaches, every member of the community is called to live the mission and act on the motto.

Yearly surveys of the school stakeholders have shown time and again that the overriding response when asked what they like best about Saint Matthew School is the feeling of family that is prevalent at the school. When asked to elaborate, parents, teachers and students alike mention the close, loving atmosphere. The students feel that their teachers really care about them and want them to succeed. Parents feel that the administration and staff consider their children to be like their own. Teachers feel that they are supported in their efforts by the parents and the administration, and that the students respect them. It is this atmosphere of caring, kindness and support that sets the tone for a culture rooted in relationships and faith.

The teachers at Saint Matthew share a vision of belief in their students and are supported by the administration in their efforts. The school principal nurtures and models authentic relationships with his staff and with the parents. These relationships provide meaningful contributions to student success.

Saint Matthew School makes it a priority to ensure that its students feel connected to their teachers and each other. From the minute they arrive on campus each day, students and parents are joyfully welcomed individually by name by the athletic director and school principal who acknowledge and greet each one personally through rain, snow, sleet and hail. Students know that they are wanted and appreciated. Formal programs are also in place to ensure that students can connect socially and emotionally. Every student receives age-appropriate instruction from the school guidance counselor, and a middle school advisory program was developed in order to provide a way for older students to share their thoughts and to express their feelings in a safe place. The school started a program named Thankful Thursday, where each week every student and staff member wrote a note to one adult and one child in the school, acknowledging their value to the community.

Saint Matthew School is a place where students in wheelchairs sit alongside award-winning athletes and learn, play and worship together. It's a place where academic scholars and students with learning differences work side by side and show appreciation for each other's gifts. It's a place where all adults and students value each other and work together to create a positive and loving environment.

2. Engaging Families and Community:

Saint Matthew School is fortunate to have high engagement of families and community members. Parents are at the core of the educational experience and are viewed as the primary educators of their children. Saint Matthew School partners with parents in the academic and spiritual development and formation of the children. This message of partnership is communicated throughout the year at orientations, parent teacher conferences, the first day of school parent celebration, and reinforced in frequent written and digital communication.

Families can be found in a variety of areas within the school. On Tuesday and Thursday mornings, parents often join the students for the Catholic Mass. In the classroom, when appropriate, parents volunteer with projects, special celebrations, and reading to the class. Outside the classroom, parents serve every day in the school dining hall and the library. They are also instrumental in helping to run programs such as service day and field day. Athletic coaches and co-curricular coaches are primarily parents or alumni of the school. Students are witness to the fact that the adults in their lives, parents, teachers, and coaches are all working together to enhance the smooth operation of the school.

The school has a dedicated staff member to help coordinate and organize the Home and School Association

(HSA). Through the HSA, the school is able to offer parenting workshops and conduct fundraising efforts. The fundraising initiatives of the HSA have provided students with improved technology, new science lab equipment, upgrades to the athletic curriculum, and for several years, funded the salary of the science enrichment teacher. The HSA also funds a chartered bus for a yearly field trip for each grade, which allows students the opportunity to engage in hands on learning in the areas of science, social studies and the arts.

Saint Matthew School has worked diligently to cultivate relationships outside of the school setting. Eighth grade students serve at the local Catholic camp helping to maintain their facilities. Students from the local high school help serve as retreat leaders for middle school leadership development programs. Local ministries such as Room in the Inn, Ronald McDonald House, Special Olympics, assisted living residences, food pantries, and global ministries such as Our Lady of Miracles in Haiti, are just some of the recipients of the community outreach of the students at Saint Matthew School. In truth, the students of Saint Matthew receive much more than they give, however, as they are learning to live a life of service and practice the virtues upon which their education is based.

3. Professional Development:

Saint Matthew School desires to be a community of lifelong learning. In order for the students to excel in a continually shifting culture, the faculty, staff and administration must continue their own educational development and examine best practices.

Faculty development takes place in a myriad of ways. Teachers attend two professional development days at the Diocesan level each year. Two whole days and two half days are set aside for professional development at the school level. Teachers attend religious formation instruction on a regular basis. Additionally, teachers attend various local and national learning conferences of their own choosing, depending on what is the best fit for their subjects or grade levels.

Along with self-selected professional development, the school uses other resources available through Title II funds. Last year, several teachers were paired with mentor teachers from the county. These teachers were observed by the mentors throughout the year and given feedback regarding all aspects of their classroom management. Working together, the teachers were guided to apply new teaching strategies and behavior management strategies, improve lesson plans, and streamline their organization. This partnership was particularly effective because it was a long term, one-on-one partnership, and feedback was instantaneous. The mentoring process resulted in more confident teachers and more effective learning for the students.

Saint Matthew School also provides professional development opportunities for its volunteers. The school is dependent upon community and parent volunteers for many activities, including coaching athletics. The school feels that even as volunteers, coaches are responsible for promoting and adhering to the mission of Saint Matthew School. Therefore, twenty volunteer coaches recently attended the University of Notre Dame's Play Like A Champion training. The training emphasized the influence and the role coaches can play in children's lives. As a result, Saint Matthew student athletes are being taught to be ethically responsible competitors, while fostering their moral and spiritual development through their participation in school sports.

As Saint Matthew School moves forward into an increasingly digital world, it is continually working to integrate digital learning into the curriculum. In the past year, the faculty has attended professional development in utilizing Google educational applications. In addition to that training, the school's technology teacher offers bi-weekly technology workshops and makes herself available to the faculty for new technology integration. This is moving the school forward into its next phase of education - that of providing an effective 21st century classroom experience.

4. School Leadership:

The governing body of Saint Matthew School takes the lead in establishing a shared mission and purpose, and sets the direction for the school's commitment to excellence.

The school collaborates closely with the Diocesan Education Office, and decisions are monitored for consistency with Diocesan policies. The school principal works actively with the parish pastor, the assistant principal, the curriculum director, the school board, the finance director and the advancement director to ensure the smooth operation of the school. Together, they maintain regular and consistent oversight of the curriculum, the staff, policies and procedures, allocation of funds and plans for the future.

The office team, which consists of the school administrators and the administrative assistants, meets every Monday morning to go over the week's calendar, discuss student, parent and staff concerns and refine plans for upcoming events. This helps to keep the lines of communication open and ensures that everyone in a leadership role in the school is on the same page. The pastor stops by the office daily to keep his finger on the pulse of the school, and the school board meets once a month.

The leadership philosophy at Saint Matthew School not only focuses on setting the direction for student learning, but also on nurturing a culture of community. The principal maintains an open door policy which keeps the lines of communication open among parents, teachers and students, promotes the cohesive operation of the school, and provides a strong sense of community. It is not unusual to see a student popping into the principal's office for a quick hello, or a parent dropping off a forgotten lunch and then staying to chat for a while. Everyone feels connected to the school and to each other.

Students and parents also have many organized opportunities with which to work collaboratively with the school leaders for the betterment of all. Activities such as Home and School Association, Athletic Booster Club and Student Council give parents and students opportunities to participate in leadership roles within the school setting. As a result of their hard work, programs have been funded, technology has been added, equipment has been purchased, and the physical campus has been upgraded, all of which has served to enhance the daily experience of each St. Matthew student. The wheels of leadership at Saint Matthew School are well-balanced and finely tuned.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

One of the greatest strengths of Saint Matthew School is its commitment to providing a quality education to its students. The school's mission and belief statements are clearly indicative of the focus on student learning and achievement. Teachers, staff, parents, students and other stakeholders are aware of the school's purpose as it relates to these statements, as they are displayed in the school office, classrooms, parent and faculty handbooks and the school website. Additionally, they are reviewed with parents and students at the beginning of each new school year as part of the handbook review. The school's mission and belief statements are the guiding forces behind all decisions that concern the school, including academics.

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? \$8490
(School budget divided by enrollment)

4. What is the average financial aid per student? \$253

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 10%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Assessments

Grade: 3

Edition/Publication Year: N/A

Publisher: Riverside

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	217.1
Number of students tested	38
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: Iowa Assessments
Publisher: Riverside

Grade: 4
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	226.6
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: Iowa Assessments
Publisher: Riverside

Grade: 5
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	256.9
Number of students tested	52
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: Iowa Assessments
Publisher: Riverside

Grade: 6
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	264.2
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: Iowa Assessments
Publisher: Riverside

Grade: 7
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	277.9
Number of students tested	54
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: Iowa Assessment
Publisher: Riverside

Grade: 8
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	276.6
Number of students tested	53
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:

REFERENCED BY NATIONAL NORMS

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

Test: Iowa Assessments
Publisher: Riverside

Grade: 3
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	211.5
Number of students tested	38
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:

REFERENCED BY NATIONAL NORMS

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

Test: Iowa Assessments
Publisher: Riverside

Grade: 4
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	222
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:

REFERENCED BY NATIONAL NORMS

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

Test: Iowa Assessments
Publisher: Riverside

Grade: 5
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	237.3
Number of students tested	52
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:

REFERENCED BY NATIONAL NORMS

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

Test: Iowa Assessments
Publisher: Riverside

Grade: 6
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	258.7
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:

REFERENCED BY NATIONAL NORMS

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

Test: Iowa Assessments
Publisher: Riverside

Grade: 7
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	278.5
Number of students tested	54
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:

REFERENCED BY NATIONAL NORMS

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

Test: Iowa Assessments
Publisher: Riverside

Grade: 8
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	278.9
Number of students tested	53
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: