



## PART I – ELIGIBILITY CERTIFICATION

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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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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

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Data should be provided for the most recent school year (2017-2018) 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
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	24	23	47
<b>1</b>	23	25	48
<b>2</b>	28	21	49
<b>3</b>	22	24	46
<b>4</b>	22	34	56
<b>5</b>	24	32	56
<b>6</b>	28	32	60
<b>7</b>	27	29	56
<b>8</b>	26	31	57
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	224	251	475

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 4 % Asian
  - 3 % Black or African American
  - 15 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 73 % White
  - 4 % 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 2016 – 2017 school year: 1%

If the mobility rate is above 15%, please explain.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2016	474
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(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: 2 %  
 Total number students who qualify: 10

8. Students receiving special education services: 0 %  
0 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>19</u> Multiple Disabilities                |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>10</u> Other Health Impaired                |
| <u>0</u> Developmentally Delayed | <u>1</u> Specific Learning Disability          |
| <u>1</u> Emotional Disturbance   | <u>1</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8

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

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 21:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	96%	96%	97%	97%	97%
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 2017.

<b>Post-Secondary Status</b>	
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. 2009

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

Holy Redeemer is a faith community dedicated to living the Catholic Tradition. We challenge each child and embrace a visionary approach toward excellence and learning.

## PART III – SUMMARY

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Holy Redeemer Catholic School is located in Johns Creek, Georgia. From its inception in 1999, Holy Redeemer has sought to educate and nurture the faith formation of our students and to provide a quality academic education for students in kindergarten through eighth grade. The school opened its doors in August 1999 with an enrollment of 478 students. The current student enrollment is 475. In its first year of operation, Holy Redeemer had two classes at each grade level in grades K-7 and one class of grade 8. In subsequent years, a second 8th grade and a third 6th grade were added.

As a regional school, Holy Redeemer draws its student population from thirteen Catholic parishes located in the surrounding north Georgia counties. The student body is primarily Caucasian and draws from the middle to upper-middle socio-economic strata. Diversity percentages have increased in recent years, and approximately 27% of students currently enrolled in the school are from other racial/ethnic population groups. In total, approximately 21% of the student population receives some form of financial assistance.

Currently, the Archdiocese of Atlanta holds District-Wide Accreditation through AdvancED. All archdiocesan schools, including Holy Redeemer, are thereby accredited through this agency. Holy Redeemer also holds memberships in the National Catholic Educational Association, the Georgia Independent School Association, and the Atlanta Area Association of Independent Schools.

Our commitment to excellence begins with our instructional staff and radiates to all aspects of Holy Redeemer Catholic School. Sixty faculty and staff members support parents in the education of their children and model Gospel values declared in the mission statement. Holy Redeemer has, from its establishment in 1999, built its success upon identifying, employing, and supporting the ongoing education of well prepared, experienced, and skillful teachers; over half have earned advanced degrees in their area of specialization. An endowment fund created within the first five years of the school's existence supports the continuing education of our faculty and staff.

Our school's environment and curriculum challenge the full potential of each child and embrace a visionary approach toward academic excellence and life-long learning. A comprehensive curriculum developed by the Archdiocesan Office of Catholic Schools drives our instruction in mathematics, science, language arts, foreign language, social studies, fine and performing arts, and physical education. Instruction is differentiated to meet the needs of a variety of learning styles. Staff collaboration for the purpose of meeting the needs of students and integrating content is planned and executed throughout the year, allowing staff to recognize and address individual student strengths and needs.

Technology is integral to our curriculum and to the preparation of our students for higher levels of education. Upgrades to our infrastructure and additional hardware available for student use have supported technology goals established in our strategic plan. Technology staff members provide knowledge and support for classroom instructors to provide a seamless integration of technology. We believe that the use of classroom technology and continued staff training contributes to student engagement and collaborative learning.

Resource assistance is available to students at every grade level. A Student Success Team is in place to identify the needs of students requiring academic and emotional support and to develop strategies to meet those needs. Increased use of data as well as monthly team meetings have streamlined the monitoring of student progress and allowed for more frequent opportunities for intervention. Individual and small group support is provided to students throughout the school year with the shared goal of individual student progress/success.

Aligning with school and archdiocesan goals, the use of data to support instruction has been an area of focus. Data trends in grade levels and in individual classes are used to provide a framework for instructional planning and targeted skills. Strong standardized testing results provide evidence that our students maintain high achievement levels that are attributed to a combination of challenging curriculum and best practices implemented in classroom instruction. Feedback from partner high schools affirms the school's program and

fulfillment of mission.

Our curriculum is complemented by various enrichment programs in order to provide a comprehensive and cohesive kindergarten through eighth grade school experience that will allow each student to develop his/her full potential. Athletics and extra-curricular activities are offered to students at every grade level. The development of each student's personal integrity is achieved in part by grade level and school-wide community service projects that take place throughout the year.

In 2009, Holy Redeemer Catholic School was named a Blue Ribbon School of Excellence. This honor has highlighted the excellence of our program in our community and has validated the efforts of founding and present staff and families. The Blue Ribbon insignia has a strong presence on our website, in our promotional materials, and is clearly displayed in our school on banners and signs. We are proud of our community for earning this prestigious recognition.



## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Holy Redeemer Catholic School offers a rigorous academic and religious education program in grades K-8. The Archdiocese of Atlanta Office of Catholic Schools provides a comprehensive curriculum in the core subjects of reading/English language arts, mathematics, science, social studies, and religion. Students also engage in the study of foreign language, digital learning, social development, fine arts, and physical education. Emphasis on personal values, the cultivation of a deep faith life, and community service provide each student with the opportunity to develop his/her individual potential in becoming a good citizen of our school and the community at large. Our challenging curriculum allows students to be actively engaged and encourages high academic achievement.

The language arts curriculum integrates the essential elements of reading, writing, phonetics/spelling, oral communication, and grammar. The reading program is developmental and research-based. In the primary grades, small group instruction is facilitated by the classroom teacher, a teacher assistant, and a learning specialist. This team has extensive one-on-one contact with students to monitor progress, identify issues and employ early intervention. Primary level teachers and resource personnel have been trained in the Orton-Gillingham method, a multi-sensory approach to phonics instruction. In subsequent grades, students continue to develop reading skills which allow them to comprehend, analyze, and synthesize information from a variety of texts. Writing is emphasized across the curriculum. Students are given abundant opportunities to practice both written and oral expression, developing strong communication skills necessary for future success.

The study of mathematics includes computation and skills which range from basic to abstract concepts. These processes within the curriculum develop in a systematic continuum that allows students to build on prior knowledge. The carefully-crafted spiral aspect of our math program builds upon a basic foundation of number sense and ultimately enables students to communicate mathematically, use and interpret data, think analytically, and apply skills to problem solving. Students are then able to make mathematical connections across the curriculum and have a strong foundation on which to build higher level skills.

Science curriculum and instruction utilize the Next Generation Science Standards. The study of life science, chemistry, physics, earth and space, as well as the process of understanding the scientific inquiry through labs, projects, and classroom instruction are important steps which allow our students to make important connections to the world in which they live. Designed to sequentially develop scientific knowledge and engineering processes, our instruction provides hands-on experience and opportunities for students to analyze information and reason scientifically. The use of STEM (Science, Technology, Engineering, Mathematics) and STREAM (Science, Technology, Religion, Engineering, Art, Mathematics) models allow for application of skills in which students think, process, and create.

The core of our social studies curriculum relates how events of the past and present shape and define the future. Students are exposed to geography, economics, history, communities, and culture. They become aware of their social responsibilities in becoming productive citizens through service projects that meet the needs of fellow citizens within our school, our local community, our state, our nation, and our world. Students also recognize the value of our past by participating in activities such as Constitution Week and veteran's recognition, which honor those who formed our country as it is today. Students begin to learn civic responsibilities at a young age by participating in service learning and in activities such as mock elections in which they learn about the process of government. Parent volunteers bring business communities into our classrooms by presenting weekly Junior Achievement lessons over a six-week period that address both civic and business topics.

Our religion program is the cornerstone of our school's mission. Students receive daily religious instruction as part of the core academic curriculum. This curriculum is based upon a three-pronged approach to faith development: liturgical functions, theological doctrine, and service. Data from assessments of religious education confirm the strength of our program as our students score well above national and diocesan

averages. All students and staff participate in weekly liturgies and have the opportunity to receive sacraments. Participation in grade-level and school-wide service projects allows students to apply the principles of our faith as they serve others. Individual service requirements in middle school teach students to initiate and engage in opportunities to serve others.

## **2. Other Curriculum Areas:**

In supporting our students in all aspects of their development, the core curriculum is enriched by instruction in Fine Arts, Physical Education/Health, Foreign Languages, Technology, Library, and Guidance. The Archdiocesan Curriculum and National Standards are the basis for instruction. Staff collaboration leads to interdisciplinary learning opportunities which engage students in meaningful ways and enable them to apply shared knowledge.

Our music program is designed to encourage an understanding and appreciation of music. Students gain knowledge of the structure and function of instrumental, vocal, and liturgical music in weekly classes. We believe that musical performances are essential to the student experience at all levels. The music experience in middle school is enriched by involving students in performance and set design for our annual musical. Choir and band are offered to students who wish to expand their musical abilities outside the required curriculum. Recognition for excellence in music is offered through our chapter of the Tri-M Music Society.

The Visual Arts curriculum is designed to develop skills and an appreciation of artistic expression. All students receive art instruction once per week. Our art program allows students to create original works using a variety of mediums. Art instruction sequentially targets the principles of design and art history. In keeping with our mission, religious symbolism as related to Catholic teachings is incorporated into this study. Students have the opportunity to display their works in the annual Archdiocesan Art Show.

Our Physical Education/Health program encourages wellness and lifetime physical activity through age appropriate movement, athletic skills, and cooperative activities. All students receive physical education instruction twice per week. Students participate in individual and team sports emphasizing sportsmanship, personal responsibility, and social behavior. Students receive instruction in health education once per month during which the physical and mental aspects of a healthy lifestyle are addressed. Athletic team opportunities in soccer and basketball are offered to all students, and middle school students may participate in cross country, swimming, golf, and tennis.

Our Foreign Language program provides students with the opportunity to experience the beauty and richness of languages and cultures while strengthening cognitive skills which support the native English language. Primary and intermediate students are exposed to both French and Spanish with weekly study that alternates with grade levels. Students learn foreign language in these grades through songs, movement and interactive activities. Foreign language becomes a core subject in middle school, with instruction occurring four times per week in a more challenging and structured format. Our comprehensive program allows students to complete the first level of a high school foreign language curriculum and fully meets and exceeds the requirements of a Blue Ribbon School of Excellence. Most Holy Redeemer graduates accelerate into Level Two French or Spanish as freshmen in high school.

The Counseling program at our school offers a comprehensive approach to support the overall well-being of our students. A full-time School Counselor provides weekly lessons to students at the primary and intermediate levels and monthly lessons to middle school students. The objectives for classroom instruction are based on national standards, with the goal of fulfilling the academic, social/emotional, and career readiness needs of students. Individual and small group counseling is available to students to address barriers to learning and support emotional and social development.

The media center at Holy Redeemer complements all aspects of student learning. In addition to weekly instruction in research and literacy skills, students are guided in developing an appreciation for reading. Collaboration between the media specialist and content-area teachers enables staff to develop projects and learning opportunities that reinforce curriculum objectives. Communication, technology, and presentation skills are developed through participation in the production of the morning news broadcast.

Technology is an essential tool in preparing students for current and future success. To this end, our technology instruction targets the development of skills that support curriculum objectives, encourage collaboration, and allow students to use digital resources to create original works. Our technology teacher instructs students in skills and objectives as sequenced in the technology curriculum. A Technology Director maintains our hardware and technology platform and supports staff in digital instruction. In addition to our computer lab, technology is accessible to students through laptops on carts, interactive boards, tablets, and Chromebooks.

### **3. Instructional Methods, Interventions, and Assessments:**

As part of our commitment to academic excellence, Holy Redeemer teachers employ numerous methods of instruction and assessment which address the diverse learning styles, interests and abilities of our students. Instruction is carefully and collaboratively planned to challenge students and to provide the necessary support to meet learning goals.

Collaboration between instructional staff members is an important component to ensuring success for our students. Core curricular and teachers of other curriculum areas offer cross-curricular connections for students and expand their learning past the walls of a core classroom. A collaboration board lists current units of studies for all students, allowing teachers to pair lessons and curricular objectives. Common planning times allow grade level and content area teachers the opportunity to discuss instructional objectives, engagement activities, and student progress.

The wide variety of instructional and assessment methods woven together with explicit instruction are designed to meet the academic, artistic and emotional needs of our students. Teachers plan lessons to include technology, cooperative learning, manipulatives, specialized group activities, movement, music and drama. Teachers at all grade levels use differentiated instruction to give all students the opportunity to reach instructional objectives while having some choice in the method of learning. Some examples of differentiation include learning centers, choice boards, and alternative assessments that allow students to reach their fullest potential. Simulations and real-life application enable students to engage in problem-based learning and solve situations where they can apply learned skills and critical thinking.

Technology is an instructional tool that is used by teachers at all levels to engage students and to support the learning process. Classrooms are equipped with interactive boards. A combination of desktop computers, laptops, and Chromebooks allow teachers to integrate content in this age of digital learning. In addition, LCD projectors, document cameras, and numerous supplemental print and multimedia resources aid teachers in the presentation of content material. Research skills are explicitly and progressively taught and research databases allow students the necessary resources to support their units of study.

Content area instructors work with four resource teachers to monitor students and to ensure that those with learning challenges at all levels are appropriately supported. Best practice research supports the use of a phonics-based program to provide a strong foundation for reading instruction. All primary division teachers have been trained and incorporate Orton-Gillingham's techniques to enrich and enhance reading, phonics and spelling instruction. Early intervention and flexible resource support at the primary level have been successful methods in identifying and remediating areas of need for individual students. At the intermediate level, resource teachers provide in-class support during scheduled time blocks. This support is directed by the content area teacher based on identified student needs and planned instructional activities. Our Homework Hangout program allows all middle school students the opportunity to complete homework in the presence of a content area teacher who provides assistance or individual instruction as needed. Middle school students with identified needs receive individual support from resource teachers before and after classes. Strong collaborative efforts between staff assists with ensuring that no significant achievement gaps occur between subgroups.

Holy Redeemer teachers employ a variety of assessment techniques to effectively measure student achievement and provide a comprehensive measurement of skill mastery. Teachers are required to include written expression as a component of assessments. Recognizing that communication is an important skill

for future success, we supplement traditional assessment measures with multimedia presentations, projects, and portfolios. In addition to measuring individual skill mastery, collaborative efforts are carefully assessed as students work together with partners or in groups. Rubrics allow students to have a clear understanding of how their performance will be measured.

Data from various assessments is used to drive classroom instruction and provide student support. Along with standardized testing data from the Iowa Assessments and the Assessment of Catholic Religious Education, teachers use an assortment of formal and informal assessments within the classroom to gauge student progress. Longitudinal meetings are held among staff members to analyze data and determine strategies which will address concepts in need of additional instruction or individual intervention. The examination of data and the resulting collaborative interventions allow our school to maintain high performance outcomes and provide students with accountability measures in reaching their highest potential.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

The Holy Redeemer community was founded on the values of faith and service. These qualities create a culture in which our students grow and thrive. Our program leads students through a gradual progression of skills which instill responsibility and the value of service to others.

A rigorous academic program sets a standard for excellence and motivates students as we prepare them for future educational success. Students are supported throughout their educational journey. Classroom and content area teachers, support staff, and administration are well-versed in their roles and each child is known to his/her support team.

Academics are complemented by opportunities for growth in social and leadership skills through co-curricular and extracurricular activities. Offerings such as Chorus, Band, Odyssey of the Mind, Yearbook, and Athletics allow students to explore interests. All students participate in grade level service. Monthly Saint Family activities allow students across grade levels opportunities to serve others or to come together in prayer. Our counseling program is developmental and comprehensive in scope and equips students with life-skills which support their academic endeavors and interpersonal communications. We encourage positive character traits through our monthly Virtue program which recognizes students who exemplify a targeted virtue. Student Council, National Junior Honor Society, and Tri-M Honor Society recognize student success and provide leadership opportunities.

Inherent to our philosophy, we support parents as the primary educators of their children. Opportunities for parent education are provided throughout the school year. Our Home and School Association, Advisory Council, and Spiritual Life Committee assist staff in providing opportunities for parents and families to engage in the school community. An active volunteer base supports teachers and students in mission and in service outreach.

Our faculty, staff, and administration are the foundation and drivers of our successful program. As a professional learning community, we collaborate to form a safe and supportive environment for our students. Professional development is provided to enhance instructional skills and to assist staff in reaching school and professional goals. Common planning times and vertical and horizontal collaboration allows for attention to each student and an inclusive approach to instruction.

As a community that supports one another, students are taught by example to recognize and respond to needs within and outside the school community. The collaborative efforts of stakeholders and a well-defined vision assist us in our efforts to support our students academically and emotionally and ensure success for generations to come.

### **2. Engaging Families and Community:**

A strong partnership between home and school is one of the hallmark strengths of our school community. Regular communication is maintained with parents regarding student progress, school activities, and community events. The accessibility of administration is noted as a strength in feedback data from parent surveys.

Student achievement and progress is carefully monitored and communicated by instructional and administrative staff, and a grade site is accessible to parents to continually monitor their children's progress. Formal conferences provide an opportunity for parents and teachers to discuss individual growth. Monthly Student Success Team meetings monitor progress of students with identified needs, and parents are notified at mid-quarter if a student's average is below a designated percentage.

Parents of students in primary and intermediate grades receive weekly folders containing graded assessments. Graded assessments in middle school are sent home by content area teachers. Parents and

students have direct access to assignments and progress on the grade site. Middle school students and parents can access a Google Classroom designated for absentees to obtain classwork assignments.

An electronic newsletter is distributed monthly which informs parents of all school news, events, volunteer opportunities, and information which strengthens the parent and school partnership. A weekly electronic update provides a schedule of upcoming events. School news and notable achievements are shared in archdiocesan and local publications and on our social media sites.

Families are invited to contribute to the vision and direction of the school in significant ways. Parent and stakeholder survey data is used for strategic planning and for annual goal-setting. Strategic planning committees are comprised of staff and parent representatives.

Our parent Advisory Council and Home & School Association Executive Committee provide a formal structure for parents to provide feedback to the administration and to develop projects that support the mission of our school. Per archdiocesan policy, the Advisory Council is a non-governing entity that meets with our school principal throughout the year to develop strategies and implement actions to meet the needs of the school in areas such as mission effectiveness, finance, advancement, facility maintenance, and marketing. The Home & School Association Executive Committee provides a myriad of opportunities for parents to actively engage in projects that enrich our thriving school community. In keeping with our mission, an active Spiritual Life Committee engages a team of volunteers to facilitate and plan service projects assisting students in identifying and responding to local and global needs.

### **3. Professional Development:**

The school establishes, implements, and monitors a professional development program that focuses on student achievement. Holy Redeemer teachers seek strategies and best practices that promote pedagogical success. Teachers are life-long learners who wish to perfect their professional skills in order to give students the best education possible. Our continuous improvement plan consists of school and individual goals that align with district-wide and national goals.

School goals, aligned with diocesan-wide goals and initiatives, lay the foundation for the professional development of the teachers and administration. In alignment with these goals, staff members participate in programs that promote teacher growth and student achievement. Achievement data and identified needs are used to guide individual goal setting. Professional learning communities support teachers in professional growth and goal attainment. These professional learning communities develop a year-long plan which draws from various sources and best-practice research to improve practice and allow collaboration on mutual goals. Teachers benefit from shared knowledge through peer observations, coaching of colleagues, cross-curricular teaching, and the use of common planning time. To this end, teachers maintain a professional learning log and accrue at least thirty hours of professional development per year as a necessary part of the certification process as established by the Georgia Professional Standards Commission guidelines and by archdiocesan certification requirements.

Over the past few years, professional development has focused on 21st century skills. In a collaborative effort, the staff researched skills that students will need for future success. Problem solving, effective communication, and collaboration were areas that were identified as targeted skills, and best practice research was used to integrate these skills into classroom instruction. Professional development opportunities additionally included the integration of technology across curriculum areas and assisting students in using digital tools to gather, evaluate, and use information to solve problems, create original works, and communicate, and work collaboratively. Student achievement data has led to professional development in differentiation and engagement, specifically identified as areas for improvement in pedagogical practice. In keeping with our mission, ongoing professional development focuses on the integration of Catholic Identity across the curriculum.

As a result of Holy Redeemer's commitment to professional development, student achievement is clearly improving across the curriculum. This continuous improvement plan based on feedback through

stakeholder surveys, the school self-study, and alignment with local and state goals supports a rigor of study which remains above the academic norm.

#### **4. School Leadership:**

As established in National Catholic Education Association standards, the leadership structure of Catholic schools is determined by the source of their sponsorship. As a regional school, Holy Redeemer was established at the request of the Archbishop to serve families in multiple parishes. The Principal reports to the Superintendent, who establishes policy and oversees the operations of all archdiocesan schools. Although schools are self-governing, the Office of Catholic Schools, in conjunction with school leadership, develops curriculum and ensures compliance with archdiocesan policies governing education.

The principal is the educational, spiritual, and managerial leader of the school and is responsible for the implementation of local policy. Such policies include hiring and monitoring of staff, administration of instruction, staff development, monitoring of student progress, promoting and coordinating religious services/practices in accordance with Catholic teachings, and overseeing the management of facilities and all financial obligations of the school.

Holy Redeemer's leadership has remained stable since the school's inception in 1999. The founding principal served for seven years and her successor served for four years. Our current principal, who is a founding faculty member, is currently in her eighth year of leadership.

An administrative team consisting of the assistant principal, religious education coordinator, director of operations, enrollment director, advancement director, and technology director work collaboratively to support the principal in leadership. Our administrative team meets bi-weekly to plan and coordinate the operations of the school and to ensure adherence to mission.

Leadership collaboration extends to faculty, staff, and stakeholders. Faculty meetings are held twice a month during which we plan for initiatives which promote student success. We engage in professional development in areas of instructional methodology and catechetical formation. Faculty and support personnel meet monthly with administration to focus on student progress and planning that is targeted to each level. A non-governing Advisory Council comprised of parents, alumni, and clergy meet quarterly to assist the principal in areas related to school improvement. An active Home and School Association also meets monthly to support events, promote volunteerism, and assist staff members in their responsibilities.

The collaborative nature of the various components of leadership is inherent to our mission and to the success of our school. It is our belief that parents are the primary educators of their children. Communication and collaboration between home and school ensures a common mission and vision and a focus on achievement for the children entrusted to our care.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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Student engagement is the practice that has been most instrumental to our success in maintaining the high expectations we set for our students. The application of instructional methods that allow students to actively participate in their learning shows increased levels of proficiency across the curriculum. Setting and reaching personal and academic goals creates a purpose and an excitement for learning.

From its inception, Holy Redeemer has maintained a reputation for setting high expectations and supporting students in reaching them. Engagement has, and continues to be, essential to this process. Our counselor, instructional staff, resource personnel, and administration collaborate in this process which begins with knowing each student and creating an environment in which they are supported in their learning.

Holy Redeemer teachers use professional learning communities and cross-curricular collaboration to develop engagement practices that meet the diverse learning styles, interests, and abilities of our students. Building upon a solid foundation of best practices, our staff engages students through instructional methodology that is varied and targeted to student achievement.

Differentiation has proven to be a most effective vehicle for achieving student engagement. We have adopted the use of differentiation strategies to build upon the strengths and target areas of improvement for each student. When teachers vary the methods used to deliver content, as well as the processes students use to create a product, students are more invested in the learning process. Teachers plan lessons using digital learning opportunities, student choice, cooperative learning, and problem-solving simulations. These strategies allow for a high level of student engagement and ownership in the learning process.

Engagement is also used to help students apply content knowledge to real-life experiences. True to our mission, service opportunities allow students to make connections to content studied in civics and across curriculum areas and to engage in activities which connect them to local and global communities. Engaging students in this way gives meaning to their learning and raises their awareness of the impact they can make in our world.

Engagement extends to our families, as collaborating with parents is part of this cohesive approach to learning. Parent education is part of our philosophy in working in partnership to address the academic, social and emotional needs of each student. Frequent communication, progress reporting, conferences and informational sessions which support parents in their role as primary educators allow us to engage students in learning within and outside the walls of the classroom.



## PART VII – NON-PUBLIC SCHOOL INFORMATION

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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?      \$11877  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$3688

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      7%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      21%

**PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** IOWA Assessments-  
Form E

**Grade:** 3

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

**Scores are reported here  
as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	82
Number of students tested	55
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** One student in this grade was absent for the entire week of testing due to Spring Break at a sibling's school. No students were tested with an alternative assessment and no individual subgroups represent 10% or more of this grade's total enrollment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** IOWA Assessments-  
Form E

**Grade:** 4

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

**Scores are reported here  
as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	85
Number of students tested	54
Percent of total students tested	96
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Two students in this grade were absent for the entire week of testing due to Spring Break at a sibling's school. No students were tested with an alternative assessment and no individual subgroups represent 10% or more of this grade's total enrollment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** IOWA Assessments-  
Form E

**Grade:** 5

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

**Scores are reported here  
as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	80
Number of students tested	54
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** One student in this grade was absent for the entire week of testing due to Spring Break at a sibling's school. No students were tested with an alternative assessment and no individual subgroups represent 10% or more of this grade's total enrollment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** IOWA Assessments-  
Form E

**Grade:** 6

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

**Scores are reported here  
as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	80
Number of students tested	58
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** One student in this grade was absent for the entire week of testing due to Spring Break at a sibling's school. No students were tested with an alternative assessment and no individual subgroups represent 10% or more of this grade's total enrollment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** IOWA Assessments-  
Form E

**Grade:** 7

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

**Scores are reported here  
as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	74
Number of students tested	56
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No students were tested with an alternative assessment and no individual subgroups represent 10% or more of this grade's total enrollment. Testing in grade 8 is not required in the Archdiocese of Atlanta.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** IOWA Assessments-  
Form E

**Grade:** 3

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

**Scores are reported here  
as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	77
Number of students tested	55
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** One student in this grade was absent for the entire week of testing due to Spring Break at a sibling's school. No students were tested with an alternative assessment and no individual subgroups represent 10% or more of this grade's total enrollment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** IOWA Assessments-  
Form E

**Grade:** 4

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

**Scores are reported here  
as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	85
Number of students tested	54
Percent of total students tested	96
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Two students in this grade were absent for the entire week of testing due to Spring Break at a sibling's school. No students were tested with an alternative assessment and no individual subgroups represent 10% or more of this grade's total enrollment.



**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** IOWA Assessments-  
Form E

**Grade:** 5

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

**Scores are reported here  
as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	79
Number of students tested	54
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** One student in this grade was absent for the entire week of testing due to Spring Break at a sibling's school. No students were tested with an alternative assessment and no individual subgroups represent 10% or more of this grade's total enrollment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** IOWA Assessments-  
Form E

**Grade:** 6

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

**Scores are reported here  
as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	80
Number of students tested	58
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** One student in this grade was absent for the entire week of testing due to Spring Break at a sibling's school. No students were tested with an alternative assessment and no individual subgroups represent 10% or more of this grade's total enrollment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** IOWA Assessments-  
Form E

**Grade:** 7

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

**Scores are reported here  
as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	83
Number of students tested	56
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No students were tested with an alternative assessment and no individual subgroups represent 10% or more of this grade's total enrollment. Testing for grade 8 is not required in the Archdiocese of Atlanta.