

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mrs. Pamela McQueen (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Villa Madonna Academy (As it should appear in the official records)

School Mailing Address 2500 Amsterdam Road (If address is P.O. Box, also include street address)

Villa Hills KY 41017-3798 City State Zip Code+4 (9 digits total)

Tel. (859) 331-6333 Fax (859) 331-8615

Website/URL www.villamadonna.net Email pmcqueen@villamadonna.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date 2/18/03

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Lawrence Bowman (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Covington Tel. (859) 283-6230

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

(Superintendent's Signature) Date 2/18/03

Name of School Board President/Chairperson Mr. Brian Schleper (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date 2/18/03

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ TOTAL

2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 7 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9	20	11	31
3				10	16	27	43
4				11	26	25	51
5				12	9	21	30
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							155

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>99</u> | % White |
| <u> </u> | % Black or African American |
| <u>.5</u> | % Hispanic or Latino |
| <u>.5</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: .6 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	1
(4)	Total number of students in the school as of October 1	156
(5)	Subtotal in row (3) divided by total in row (4)	.006
(6)	Amount in row (5) multiplied by 100	.6

8. Limited English Proficient students in the school: .6 %
1 Total Number Limited English Proficient

Number of languages represented: 5
Specify languages:

9. Students eligible for free/reduced-priced meals: 1.2 %
2 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{0}{0}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> 1</u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 3</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

The above students receive no special education services.

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2</u>	<u> </u>
Classroom teachers	<u> 16</u>	<u> 3</u>
Special resource teachers/specialists	<u> 1</u>	<u> </u>
Paraprofessionals	<u> </u>	<u> 13</u>
Support staff	<u> 15</u>	<u> 1</u>
Total number	<u> 34</u>	<u> 17</u>

12. Student-“classroom teacher” ratio: 10:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96	96	96	96	96
Daily teacher attendance	98	98.5	99	99	98
Teacher turnover rate	0	10	15	5	15
Student dropout rate	0	0	0	0	0
Student drop-off rate	.6	.6	.5	.3	1.5

14. (High Schools Only) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	39
Enrolled in a 4-year college or university	100%
Enrolled in a community college	
Enrolled in vocational training	
Found employment	
Military service	
Other (travel, staying home, etc.)	
Unknown	
Total	100 %

PART III - SUMMARY

Villa Madonna Academy is a co-ed college-preparatory high school located in Villa Hills, Kentucky, on a campus across from Cincinnati, overlooking the Ohio River. Sponsored by the Benedictine sisters of Saint Walburg Monastery, the school is one of nine secondary schools in the school system of the Diocese of Covington. The history and philosophy of Villa Madonna Academy is rooted in the history and charism of the Benedictine Sisters of Saint Walburg Monastery who trace their origin to St. Scholastica, the twin sister of St. Benedict.

The 234-acre campus provides a peaceful setting for St. Walburg Monastery, Villa Madonna Academy, Villa Madonna Athletic Facility, Villa Madonna Early Learning Center, Madonna Manor and Villa Hills Day Care. The oldest ministry on the property is Villa Madonna Academy, which began as a boarding and day school for girls in 1904. Through the years the school has espoused the Benedictine tradition of education which stresses the mission of seeking God, scholarship, reverence and peace, service to others, and a warm and hospitable atmosphere.

The present main building was erected in 1958 for a growing high school enrollment. In 1979, the boarding school was closed, and the program at Villa Madonna Academy was changed to a college-preparatory curriculum in 1983. Boys were admitted into the program in 1988. An intensive recruitment program highlights the Blue Ribbon program, accomplished faculty, strong parental support, the excellent academic and fine arts program, and the growing and competitive athletic program.

In 1998 a capital campaign provided funds for extensive renovations and a new athletic facility. The new facility, which opened in September of 2000, is a state-of-the-art gymnasium designed to serve both the elementary and high school. Extensive renovations in the 1958 building consisted of gutting a twenty-six room Benedictine Sister's residence on the third floor in order to provide two computer rooms, a classroom and three offices. The music department immediately inside the front door of the main building was also gutted in order to relocate the main offices to the first floor, and the music department moved to Villa Madonna Center.

Villa Madonna Academy, with its strong history of traditions and academics, is recognized as a premiere learning institution in the greater Cincinnati area. With a small enrollment allowing successful student/teacher ratios, the school offers a college-preparatory curriculum that exceeds state requirements and prepares students to meet the rigors of university life. Each year, 96-100% of the graduates continue their education at such fine institutions as Princeton, Notre Dame, Northwestern, Purdue, and Temple. Villa Madonna Academy's graduates include principals, teachers, religious, architects, engineers, physicians, social workers, attorneys, and marine biologists. Throughout the years, the school has educated students recognized by the National Merit Competition, the 2000-01 school female National Winner in the Wendy's Heisman Award Program and a finalist in the Coca-Cola Scholars Program.

Villa Madonna Academy recognizes the importance of parental involvement in the success of a program. As a result, there is weekly communication with parents through the newsletter, a quarterly progress report, and weekly student reports that are issued upon request. The Villa website, www.villamadonna.net, is a convenient means of further communication with parents. In addition, Villa is proud to sponsor the Parent to Parent Program that brings parents of the grade levels together, along with a chaplain and counselor, for training to safely guide their teens through adolescence.

Yet the real success of any school lies in its faculty. The award-winning faculty of Villa Madonna Academy is reflective of William Butler Yeats' view of education that it "is not the filling of a pail but the lighting of a fire." Given the academic freedom to pursue the essence of knowledge, the faculty ignites the fire of curiosity in the students and expects from them their personal best. Small class sizes, daily tutorial time, opportunities for professional enrichment and a guiding mission statement empower the faculty to prepare students to respect themselves and others, to have a sense of self-discipline, to accept personal responsibility for their attitudes and actions, and to dedicate themselves to academic excellence and life-long learning.

Recognized in the area for its excellence, the school continues into the new century with a look to the future. The commitment to the vision of preparing students for the knowledge and spirit needed for full participation in the 21st century, the commitment to love and respect the students, and to continually pursue excellence is the essence of the future of Villa Madonna Academy.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

The individual departments within the high school meet at least once a quarter to share assessment strategies, successes and areas of concern. In examining assessment results in all areas of testing, modifications are made in teaching. The monthly faculty meeting is another place where assessment results are shared, especially in the standardized PLAN, PSAT, ACT, SAT and AP tests. The High School Placement Test is used to determine needs of the in-coming freshmen. In addition, these freshmen who wish to take Algebra II or Spanish II are assessed to determine their appropriate level.

The English Department revised the curriculum as a result of examining the PLAN test scores, focusing more on vocabulary study. Likewise, the English faculty focused more on improving writing skills so that improvements may be seen in all grade/curriculum levels. The Math Department participates in the KEMTP assessment in order to assess math abilities and college placement. This test serves as an aid to the school and parents in regard to the possible need for remediation. Breakdowns on PLAN and PSAT are used to further address needs within the math classes regarding the understanding of pre-algebra, algebra and geometry concepts. Foreign language students take the national exams, and the teachers use the results to determine strengths and areas of need. It is important to also know that all departments use alternative assessment approaches to measure student strengths and weaknesses. Student-centered experiments, projects, multi-media presentations, research, dramatic readings, and peer-editing, Total Physical Response and listening skills all provide assessment data used by the faculty. An exciting venture in assessment data undertaken this year is looking at high school assessment data and meeting with the junior high faculty (part of the elementary school here on our campus) to align the curriculum and focus on the strengths while improving in areas of weakness. The assessment data provides us with an understanding of student and school performance.

2. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students and the community.

Beginning with the school year, parents attend the mini-schedule night where teachers review the syllabus and assessment procedures for their classes. Teachers also review with the students the class expectations and assessment procedures. Each student then receives a mid-quarter progress report and a report card at the end of the quarter. These two quarterly reports advise parents of their child's strengths, weaknesses and progress thus far in all courses. Assessment data are further communicated through individual parent/teacher conferences and at the first quarter Parent/Teacher conference evening. The guidance counselor meets with students who have taken standardized tests. She gives each student a copy of his/her scores, the school average and the highest average earned. During the group sessions the counselor explains the scores and their meanings. She also meets with students prior to their date for standardized testing, reviewing the scoring guidelines with them. Once scores are received, they are given directly to each individual student. Parents meet with the counselor for review and explanation of scores. All results are communicated to the faculty for examination. The faculty in their department meetings, examine the assessment and use the information to modify curriculum and teaching so that students improve their performance and excellence is maintained in the college preparatory program. All of the test data is comprised in tables that are distributed at two annual Open House programs to which perspective students and parents are invited, as well as the community. In addition, student accomplishments are celebrated in the press and posted on our web site so that the community and beyond may see and share in these successes.

3. Describe in one-half page how the school will share its successes with other schools.

Villa Madonna Academy High School will continue to share its successes with other schools as we did upon being awarded the Blue Ribbon in 2001-2002. We have on our campus an elementary/junior

high school, and the two faculties continue to meet in order to discuss best practices and examine curriculum. The high school shares its success with the elementary and junior high through large group faculty meetings and small group grade 1-12 meetings. Curriculum is examined and dialogue continues regarding best practices. Our school will further share its successes with other schools through printed publications and our website. The printed publications are available for distribution at the monthly Diocesan Principals' Meeting, where the principals meet to touch base on many educational issues. In addition, the publications are available at the Open House programs, athletic events, and social events of the school. The website is another excellent opportunity for schools to learn about our successes and best practices. Each department is represented, along with the curriculum. Our diocese also sponsors Wednesday Workshops, professional development opportunities open to faculty and staff. Our school will use these opportunities to share our best practices with other schools. The recruitment team visits area schools to talk about our high school, and it is in these information sessions that our successes are also shared. The principal plans to do a presentation at the Ohio Catholic Educators Association convention in September, and this is yet another opportunity to share the school's successes with other schools. We found that when a school receives an award or honor, there is great interest from other schools since we are all dedicated to educating every child. Educators are happy to share their best practices with others.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign language, and show how all students are engaged with significant content, based on high standards.

The curriculum at Villa Madonna Academy is a college-preparatory curriculum. Students are required to earn 27 credits, which exceeds the state requirement, in order to graduate. In addition, credit is earned by the semester. The required curriculum is: four credits in English; four credits in Religion (Hebrew Scriptures, New Testament, Sacraments, Church History, World Religions, Morality, Social Justice, Marriage); three credits in Math (Algebra I, II and Geometry); three credits in Social Sciences (World Cultures, American History, AP American History or Government); three credits in Science (Chemistry, Biology, Physics); three credits in Foreign Language (French, Latin, Spanish); one credit in Art; one credit in Music; one credit in Health/PE; 1/2 credit in Speech; 1/2 credit in Computer Technology; three elective credits. The following Advanced Placement courses are currently offered: English, Biology, Chemistry, Calculus, American History, French, Latin, Spanish, Psychology, and Computer Science. Electives include Yearbook/Newspaper, Drama, Pre-Calculus, Calculus, Math Topics, Computerized Accounting, Web Programming, CATS (Computer Assistance and Training by Students) and Psychology.

While there is no tracking system used in our school, assessments are used to differentiate between Honors and College Prep classes in some of the disciplines. In addition, placement of math students and English students is determined through assessment. These students move as needed, based on that assessment. Students, too, have the option of working at an accelerated pace, and the teachers often provide additional tutorial work with these students during Activity Period, a thirty minute period after lunch. Students who enter our high school from our junior high may have high school credits in math or foreign language. These students are still required to take a full schedule their four years of high school, but they have the option of enrolling in college classes at local universities or pursuing on-line courses.

All students are engaged with significant content based on high standards. The core English courses begin with an introduction to genre. This introduction begins to develop critical reading and thinking skills needed in American and British literature to follow and in all areas of curriculum. In addition to work with the various literary forms, students also begin developing their writing skills, skills that are also needed in all curriculum areas. Vocabulary, research, and speech are likewise emphasized throughout the four years of English, thus preparing the students for success in all curricular areas and post-secondary work. Too, students are engaged with significant content in math classes. In addition to the required three years of math, a fourth year is highly recommended and encouraged. The majority of students do choose a math elective for senior year, electives that include PreCalculus, Calculus, AP Calculus and Math Topics. The Math Topics course is designed to strengthen skills, prepare students for college entrance tests, and provide hands-on applications. It incorporates other subject areas such as sociology, psychology, history, physics and chemistry into the study of probability and statistics, regression equations, encryption and fractal theory. Students work in cooperative groups to gather data, construct models, and arrive at conclusions and present information. In science, the faculty sees as a first priority an enthusiastic response to the physical and biological world. With an understanding of the interdependence of the creatures of our world, the students are better prepared to be informed decision-makers about the role humanity plays in the life and future of the earth itself. Through demonstrations, activities and discussion, emphasis is placed on cooperative learning in problem solving, lab design and presentation. In social studies, students are engaged with significant content in all areas. Students begin as sophomores with a solid foundation of knowledge in the history of different cultures of the world. They develop note-taking skills, historical perspective, analytical reasoning and the ability to differentiate cause-and-effect relationships. This continues in their study of American history and government. Finally, Villa is committed to learning and using a second language. Four years, including Advanced Placement, are offered in French, Latin and Spanish. Grammar, translation, culture, history, reading, listening and speaking skills are all emphasized. Most of our students win gold or silver medals, or

medals of merit, when competing in the National Exam and the state Foreign Language Festival. As a result, the students are engaged with significant content based on high standards.

2. Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The English language curriculum includes four years of study: Introduction to Literature, World Literature, American Literature, British Literature/AP English Literature. The curriculum is aligned to help the students move forward, building each year on the previous year's concepts. In addition to preparing students for AP exams and college, the English curriculum also prepares students to be effective communicators, both in the written and oral word. Students are immersed in titles, authors, and genres. The writing aspect focuses on the MLA style and the five-paragraph essay, in addition to research, vocabulary study, narrative, creative and expository writing. Students are likewise required to take one semester of Speech. Elective opportunities also include Yearbook, Newspaper and Drama. The curriculum, then, is all-inclusive. Students are encouraged to see the beauty in the written word, the eloquence in the spoken word, and the importance of effective communication in the 21st century.

Efforts are made to improve the reading skills of students who read below grade level. Teachers use guided reading questions which students must complete as they read. This helps students identify the specific concepts and literary devices in the selection, and also serves as a tool for helping those who read below grade level. In addition, the literature is frequently examined in small components and then discussed in regard to ideas, comprehension and literary devices. Students often take an active role in teaching and discussing literature and are encouraged to use note cards and highlighters as they read. In addition, the use of visual, auditory, and kinesthetic approaches to teaching, addresses individual learning styles, as do manipulatives, technology, and assessment. A member of the English Department has been trained in the relationship of brain development and physical exercises. She works with students who exhibit a disparity between verbal responses and comprehension of the same written/spoken words. Too, she has been trained in recognizing Scotopic Sensitivity which often hinders reading development. Students also engage in one-on-one tutorial work with faculty during the Activity Period.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

An area of significant growth the last two years has been in the technology curriculum. In 2000, the new computer lab opened. Since then, we have hired a computer technology coordinator who works with the principal in implementing the technology program. All faculty members have laptop computers, and within the next year the school will provide laptop mobile units for the classrooms. All laptops have wireless access throughout the school. Internet capabilities have been upgraded, and a new server will be installed. The technology curriculum has been greatly expanded. All students take Computer Technology, a course that begins with the history of the computer and its use in everyday society. The course provides hands-on exercises to deconstruct and reconstruct a personal computer to help understand the inner parts and workings of it. Students receive instruction on the use of the common PC software packages such as MS Word, MS Excel and MS PowerPoint. Students also: receive intensive keyboarding instruction using the QWERTY typing method, learn how to effectively find information on the Internet, and learn the basics of Web Page design and Development. In Web Programming, students learn the basics of web page design and site navigation. They examine the target audience, page layout, navigation tools, site architecture, usability and testing. Students also design, code, test and publish a static web page using HTML. They further learn how to build interactive, dynamically-generated web sites. Students may also choose as an elective Computerized Accounting which teaches the basics in accounting principles and how to use computer systems for accounting applications. In CATS (Computer Assistance & Training by Students), students learn software for a teacher and then teach the software to the teacher and/or the teacher's students. Students also learn how to effectively manage a technology infrastructure and troubleshoot hardware and software issues. Finally, students in this course learn how to develop and deploy customized software. Lastly, in the AP Computer Science class topics covered include fundamentals of C++, functions, classes, iostream, recursion, graphics and dynamic data structures.

Students are ultimately prepared for the AP-A Exam. As we prepare young adults for full participation in this century, all communication skills are important.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

It is our belief that all students can learn, but all students do not learn alike. Within the college-prep curriculum, teachers search to find the best methods to suit the diverse learning styles of the students and to improve student learning. Students are given a syllabus at the beginning of the school year which informs them of the content, assessments, and grading system. With this information, students are aware of what lies ahead and can plan accordingly. In addition, great collaboration exists among the faculty. Because Villa is a small school, teachers have an important knowledge of the learning styles of their students; no student goes unnoticed. All teachers know which students may be scotopic sensitive or could profit from the brain development/physical exercise sessions (V,2). Because departments engage in team-teaching, teachers are able to simultaneously work toward helping the student learn in the way that is best for him or her. The disciplines see the importance of relating the content of class to everyday life, and so one instructional method is to do so. In a math class, students compose photo albums, employing their knowledge of geometry. The Web Programming class looks inside the computer in order to provide visual learners with a picture of the terminology. The foreign language classes participate in the state language festival, submitting oil paintings and models, thus using a kinesthetic approach to learning. While the lecture method is still utilized, the faculty couples it with cooperative learning activities in each class, including Group Problem Solving where students present problems and/or solutions. Student-centered instruction, sometimes with the students becoming the teacher, requires the students to participate in research and utilize technology. Instructional methods also include accommodations for students with special needs and are sensitive to the visual learner. The use of the computer in the classroom, of graphing calculators and Geometry Sketchpad, of written and oral assessments, of auditory and visual approaches all address the diverse needs of our students and improve learning. Students engage in real world problem solving projects, thus working with our mission in mind of preparing students for full Christian participation in the 21st century.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Because professional development is essential to the success of Villa Madonna Academy, all teachers are required to obtain at least twelve hours in professional development each year. Teachers in the state of Kentucky are required to obtain a Masters Degree within ten years of certification, and so on-going professional development is expected. The faculty engages in professional development in many ways. The technology coordinator provides continual on-site workshops in technology. The Diocese of Covington offers Wednesday Workshops which cover topics ranging from diverse learning styles to navigating the web. Opportunities for professional development are presented by the state department of education, local departments of education and law enforcement and national organizations. Teachers often serve as team members of the Southern Association of Colleges and Schools accreditation teams, and the principal has attended the national Benedictine Colloquium which brings together administrators from Benedictine schools across the country to share best practices in their schools. Faculty members are encouraged to participate in as many professional development opportunities as possible. The principal and teachers are required to share at the monthly faculty meetings what they have learned in their professional development areas. Teachers are encouraged, and expected, to take release time in order to work on professional development. Whether it is participating in the above-mentioned opportunities, or seeking additional opportunities in observing or experiencing the work of other teachers, both the principal and faculty strive to develop professionally in order to enhance the excellence of the program. A special fund is set aside to assist the faculty in their professional development. The impact on improving student achievement is obvious when each year the curriculum is reviewed and enhanced as a result of the professional development of the faculty. The impact is further seen in the success of our test scores and the number of scholarships awarded to our students.

PART VI – PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data.

Private school association(s): St. Walburg Monastery
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X

Part II – Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

$\frac{\$4,650}{9^{\text{th}}}$	$\frac{\$4,650}{10^{\text{th}}}$	$\frac{\$4,650}{11^{\text{th}}}$	$\frac{\$4,650}{12^{\text{th}}}$
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2. What is the educational cost per student? \$7,139
(School budget divided by enrollment)

3. What is the average financial aid per student? \$1,325

4. What percentage of the annual budget is devoted to
Scholarship assistance and/or tuition reduction? 5.4%

5. What percentage of the student body receives
scholarship assistance, including tuition reduction? 27%

Grade 12

Test: ACT

Publisher:ACT

Test was taken either in junior or senior year.

No students were excluded.

All graduates in the Classes of '00, 02, & '03 took the test.

All but one graduate in the Classes of 00 & '01 took the test.

Table of Mean and Standard Deviation for ACT Math; Classes of '99-'03					
	Class of 2003	Class of 2002	Class of 2001	Class of 2000	Class of 1999
VMA	23.8	21.8	22.5	24	23.1
Std. Dev.	4.4	4.1	4.9		
Kentucky		19.4	19.4	19.3	19.3
Std. Dev.		4.7	4.7	4.7	4.6
National		20.6	20.7	20.7	20.7
Std. Dev.		5.0	5	5	5

Table of Mean and Standard Deviation for ACT Reading Scores; Classes of '99-'03					
	Class of 2003	Class of 2002	Class of 2001	Class of 2000	Class of 1999
VMA	27	24.9	24.0	25.6	25.8
Std. Dev.	4.9	5.6	5.6		
Kentucky		20.6	20.6	20.6	20.6
Std. Dev.		5.9	5.9	5.9	5.8
National		21.1	21.3	21.4	21.4
Std. Dev.		6.1	6.1	6.0	6.0

Grade 10

Test: PLAN

Publisher: ACT

All sophomores took the test; no groups were excluded.

Table of Mean and Standard Deviation for PLAN Math; Classes of '99-'03					
	Class of 2003	Class of 2002	Class of 2001	Class of 2000	Class of 1999
VMA	19.4	19.6	18.9	20.1	18.7
Std. Dev.	3.6	3.4	3.6	4.9	3.1
National	16.8	16.5	16.5	16.5	16.5
Std. Dev.	3.8	4.3	4.3	4.3	4.3

Table of Mean and Standard Deviation for PLAN Reading; Classes of '99-'03					
	Class of 2003	Class of 2002	Class of 2001	Class of 2000	Class of 1999
VMA	20.4	18.6	19.5	19.7	20.4
Std. Dev.	3.7	4.8	4.8	4.0	3.8
National	15.8	16.0	16.0	16.0	16.0
Std. Dev.	4.5	4.9	4.9	4.9	4.9