

PART I - ELIGIBILITY CERTIFICATION

11PV174

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

11PV174

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

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

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	33	33	66		6	24	27	51
K	16	15	31		7	18	30	48
1	22	15	37		8	28	27	55
2	20	16	36		9	0	0	0
3	15	10	25		10	0	0	0
4	22	26	48		11	0	0	0
5	25	12	37		12	0	0	0
Total in Applying School:								434

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
0 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2009	445
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 6%
 Total number of limited English proficient students in the school: 26
 Number of languages represented, not including English: 12
 Specify languages:

Albanian, Arabic, Chinese, Gujarati, Hungarian, Italian, Japanese, Korean, Russian, Spanish, Tagalog, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 6%
 Total number of students who qualify: 25

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%
 Total number of students served: 41

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>31</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>6</u>
Paraprofessionals	<u>5</u>	<u>2</u>
Support staff	<u>3</u>	<u>5</u>
Total number	<u>41</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	97%
Daily teacher attendance	98%	97%	97%	97%	98%
Teacher turnover rate	1%	1%	16%	11%	8%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Decreased enrollment in 2007-2008 school year necessitated a reduction of classes and teacher positions per grade level.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Mary Queen of the Holy Rosary (MQHR), a fully accredited elementary school in Lexington, Kentucky, opened in 1962. A new educational facility, which opened in 2005-2006, currently provides classrooms for students in grades PK – 8. With spiritual and financial support from our parish, our Catholic community is united by a commitment to educate all students in religious, academic, artistic and social areas. In a safe environment with high expectations, MQHR strives to provide students with the tools necessary to become successful, responsible, contributing, loving members of our church community and society.

MQHR staff, essential to the success of the students, actively supports and participates in school events, sharing their time and talent even after the school day ends. Averaging more than 15 years of teaching experience, all teachers are fully certified; over 80% have a Master's degree. Use of differentiated instruction demonstrates their commitment to meeting individual needs by providing students with the tools that they need to meet and exceed expectations. Dedicated teachers recognize the importance of instilling a lifetime love of learning and inspire students with their own achievements including grant awards (NCTM's Mathematics Education Trust, Toyota Science and Math Grant, Kentucky Environmental Education Council Grant, ING Unsung Hero). They celebrate student success through recognition of individual academic achievement (Junior Beta Club and Honor Roll) and acknowledgement of students exemplifying school pride.

The comprehensive curriculum concentrates on the Kentucky core content, and the nationally recognized Program of Studies, for instruction. Special instruction beginning at the PK level includes Spanish, technology, physical education emphasizing nutritional health and exercise, guidance, and visual arts. Performing arts include music and band and incorporate performances. Speech services are also available.

As part of a comprehensive strategic plan, developed to identify key areas of focus, the already strong, well-rounded curriculum is continually reevaluated in order to not only meet, but also to exceed standards. Teachers are actively engaged in continuing education in order to bring new ideas into the classroom. Communication is emphasized. Teachers work in partnership with parents by establishing goals and providing ongoing reports of student progress. Homework assignments and grading reports are available in real time through Option C.

Exceptional facilities include a Media Center with over 13,000 books, a technology center, science laboratory, art room with kiln, gymnasium, and dedicated rooms for music and band. State of the art technology is integrated throughout the school to enhance classroom instruction. SMART Boards, document cameras, and a mobile wireless laboratory are incorporated in the daily curriculum.

Students have additional opportunities for academic enrichment through the Science Fair, Accelerated Reader, and Junior Achievement. Extracurricular opportunities include Academic, Math Counts and Battle of the Books teams, Student Council, Art and Drama Clubs, Choir, and a variety of Athletic programs.

Students and staff work cooperatively on annual service projects including food drives and a holiday toy collection. Each year MQHR school surpasses previous participation rates in the St. Jude's Math-a-thon and American Heart Association Jump Rope for Heart campaigns. MQHR demonstrates their commitment to environmental responsibility through participation in a city-wide recycling program. Middle school students conduct a dumpster dive to identify recyclable materials. Even the youngest children recognize the importance of conservation and environmental responsibility. PK - K students help to maintain an award-winning garden recognized as the *Best Outdoor Classroom in Kentucky* by the National Wildlife Federation.

At MQHR, students, parents, teachers, and administrators work in cooperation to embody an atmosphere of pride, tradition, and excellence. Graduates are provided not only with the academic tools needed to become successful in future educational endeavors, but also with an atmosphere which encourages their pursuit of knowledge, discovery and faith.

1. Assessment Results:

MQHR students take the standardized test in grades three through seven. Scores have always been above average and competitive among diocesan standards in all areas and at all grade levels. Annual Terra Nova results allow teachers to look at individual students and at groups over time. Although standardized test results are only one part of the total assessment picture at MQHR, they are critical in accountability to parents and to the parish that supports MQHR School. They allow meaningful comparisons and challenge the faculty and staff to be always aware of the areas in which improvements can be made.

The time and attention that the mathematics curriculum and teacher training has received over the past 5 years is apparent in the significant gains that students have made in their standardized test scores. In 2006, the faculty saw a relative weakness in computation and problem solving skills and after research, adopted the *Everyday Math* series in grades Kindergarten through fifth. The 2007 results, based on the first year with the new text, show an increase in percentile scores in fourth grade of 4 points and fifth grade of 3 points. The third grade did not show the same evidence of growth the first year in the program but has made steady increase after two years in the program. Instructional time in grade seven was increased to 90 minutes a day, 4 days per week and 45 minutes one day per week. The increased time brought increased the seventh grade math scores up 9 points and has steadily increased each year.

The Terra Nova/Inview results allow analysis of the relation between anticipated and obtained results for individual students. Over the past five year period, students consistently achieve above anticipated levels in all areas with one exception. In the past two years, the below average students have shown a negative difference between anticipated and achieved results in reading. This has led the administration to hire a reading specialist, provide professional development for staff in Response to Intervention (RTI) and to examine reading curriculum materials to insure that there is sufficient challenge in the area of reading for students of all abilities.

The curriculum is systematically updated to reflect the needs of all students. This is evidenced by changes made to the math program and subsequent increase in test scores. By graduation, students are well prepared for the rigors of a high school curriculum and have the necessary skills to become successful citizens in today's changing world.

2. Using Assessment Results:

Terra Nova test scores are carefully reviewed on an annual basis and shared with stakeholders including staff members, parents, students and School Board members. Test scores are used as a general measure of the effectiveness of the curriculum. Data are used on an ongoing basis in order to improve specific areas of the instructional programs, set priorities and define areas of focus for professional development. In addition to analysis of test data, current research is reviewed to identify strategies and best practices which will help to improve current curriculum and to exceed national curriculum standards.

Assessments at MQHR are a tool to evaluate instruction and curriculum. After reviewing the math scores, the MQHR staff implemented *Everyday Math* school-wide in the elementary grades K- 6th grade and *Glencoe* series Pre-Algebra, Algebra and Introduction to Geometry in the middle school. Scrimmage tests are now administered to provide students the opportunity to take practice tests especially in the areas of math, reading, spelling and vocabulary. In the area of science, hands on science kits and inquiry based projects are taught to ensure mastery of benchmarks.

A primary objective is to meet every curriculum standard for every student every day. In order to meet this objective, the administrators, teachers and the guidance counselor work in cooperation to continuously monitor progress of students throughout the year. Student achievement notebooks are kept and reviewed with staff. Targeted staff-meetings are held to review, analyze, and monitor progress and test scores. In addition to monitoring data at the group level, individual progress is also monitored to identify students who may benefit from instructional attention or curriculum modification in order to ensure success for all students. Anticipated test scores for individual students are used as a marker of ability, and every student should demonstrate at least one year's growth in achievement.

3. Communicating Assessment Results:

Home and school partnership is evident at Mary Queen. The teachers keep parents informed of their child's academic performance through Option C, an accessible on-line system where grades and assignments are posted daily. Parents are encouraged to communicate with teachers at any time; e-mail, written and telephone correspondence are used to communicate student progress to parents. Four evening conference nights are scheduled during the year to encourage face to face communication between teachers and parents. Curriculum nights, open houses and expositions showcasing student projects also help to keep lines of communication open.

Interim progress reports and formal report cards are distributed on a scheduled basis. In the spring, each family receives their child's individual Terra Nova achievement test results. Parents are encouraged to schedule a private conference to ensure a clear understanding of the achievement results and to learn how to assist their children in achieving academic success. Parents also review the InView CSI scores and the anticipated scores for their child.

An expanded report of the scores is reviewed and discussed with the School Board, the diocesan superintendent and teachers. Assessment results are analyzed, compared and reported to the Diocesan community. The principal presents a structured plan outlining goals for increasing overall scores and improving any identified areas of weakness. Mary Queen results are then included in the Parish newsletter and the Centrix report updating parishioners on the achievement progress at Mary Queen.

Student achievement is highly valued and publicized to the community regularly. Duke Talent Search qualifying students are recognized as their scores are reported. High school scholarships are given to students who excel on the placement test. Beta Club participants are recognized and given service opportunities. Additional awards such as Honor Roll, Principal Lists, Panther Pride recipients are recognized in school newsletters, parish bulletins and on the school's website.

4. Sharing Lessons Learned:

Enhancing individual and collective professional career growth takes top priority at MQHR. That growth, both professionally and academically, eventually finds fruition in successful strategies. Many opportunities are presented throughout the year for the faculty and the school to share those successful strategies within the school, with educators from other diocesan Catholic schools, with Fayette County public schools and with other state and regional educational institutions.

One professional development in-service day was provided to all Diocesan school teachers and administrators devoted to sharing with one another the latest and most effective research in instruction. On this day, several MQHR teachers were asked to participate and facilitate effective and successful strategies they and others have used in the classroom with the other participants.

Throughout the year, many MQHR teachers have participated in opportunities to share their knowledge and expertise with academic success to new teachers in the school through peer coaching and mentoring programs.

Shared workshops to demonstrate and discuss the successes in using SMART Boards, Microsoft Live and other web-based technologies to enhance academic instruction and learning were shared with other local Catholic elementary and middle schools. These in-service opportunities brought more collaboration and interactivity into all classrooms which have led to students better understanding the curriculum presented.

MQHR's Art Teacher was the host and an active participant in a summer Fine Arts Curriculum Writing Consortium. Together, six Fine Arts teachers representing several Diocesan elementary, middle and high schools shared their expertise and shared successful strategies with one another to craft a new Fine Arts Curriculum from which all Catholic school teachers and students in the Diocese can draw from to make Art an integral part of every school program.

Two of MQHR successful Preschool teachers collaborated to co-present at the Ohio Catholic Education Association (OCEA) Convention in Cincinnati, Ohio. They shared with their conference participants their everyday success for developmental readiness and progression of writing strategies for five year-olds. They related portfolio entries to visual words, phonemes and sight words appropriate for young children.

When strategies are successful at MQHR, faculty is encouraged to share their successes with others, both within their school with teachers from other schools.

1. Curriculum:

At Mary Queen of the Holy Rosary (MQHR) students in grades PreK-8 receive developmentally appropriate instruction in reading, language arts, math, science, social studies, religion, art, music, physical education, library skills, foreign language and computer technology. A full-time guidance and counseling program provides in-class instruction as well as individual and group counseling.

The school follows the Diocesan curriculum guidelines which are aligned with the national standards and Program of Studies established by the Kentucky Department of Education. Compliance with this curricular is a requirement for ongoing accreditation through the Kentucky Non-Public Schools Commission. Students are engaged in instruction at or above grade level based on these guidelines. Each year a committee studies the curriculum and assessment data to direct curriculum mapping, new technology, and textbook adoption. During the past two years, teachers have participated in developing curriculum maps to update and define curriculum according to the needs of the school. Accommodations are made for individual students by modification of assignments and customized in-class and out-of-class instruction.

Students receive religious instruction every day in every grade as required for all students attending Catholic schools. The Religion curriculum emphasizes a strong belief in Catholic values, doctrine, tradition and respect for all human life. Students lead and participate in daily prayer, weekly liturgies, prayer services, celebrations of the Sacraments, and community service projects.

Language Arts consists of reading, writing, literature, grammar, spelling, and vocabulary development. These subject areas are taught through an integrated approach. (More details provided in answer 2a)

Mathematics instruction is based on the concept of a spiraling curriculum, where introduction, development, and mastery of content are ongoing processes; concepts and skill sets are frequently revisited. The early elementary program features small group instruction with the use of pre- and post-testing to determine mastery. Grades K through 5th, participate in the *Everyday Mathematics* program. Seventh and eighth graders participate in the *Glencoe* series and are divided into ability groups based on standardized test scores and classroom achievement. Approximately 85% of Mary Queen students enter a geometry math class as a high school freshman. (More details provided in answer 3)

Science and Social Studies are taught to all students. Science is built upon an understanding and application of the scientific method, with emphasis on observation and data collection. Hands on activities are promoted by using the Delta and Foss units of study. Middle school students utilize a state of the art science lab. Social Studies students explore geography, history, economics, political science and the diverse political and social structures and cultures throughout the world. Textbooks, including the *History Alive!* series, are supplemented by community projects and participation in Kentucky Youth Assembly (KYA) and Kentucky United Nations Association (KUNA).

MQHR is in compliance with the program's foreign language requirements. Spanish is part of the core curriculum and is taught to all students by two teachers, one to the primary and the other to the middle school. Spanish classes are held twice a week for 45 minutes each for students in grades 3 – 8, and 30 minutes twice a week for the primary grades. Beginning in Preschool, students sing the numbers and letters for a solid foundation in the language. The seventh and eighth graders enter a more formalized program of reading and writing in Spanish. Most eighth graders qualify for Spanish II upon entering high school.

Fine Arts Curriculum is provided by two full-time Art and Music teachers. Students dance, sing, play instruments and learn to read and write music. Drama is included in musical productions and special events throughout the year. Band is offered to middle school students. All students are invited to sing in the school choir. Art is integrated throughout the curriculum in addition to dedicated specific classes for all grades.

Technology is a focused area on which MQHR has been diligently working. One of the greatest assets at MQHR is the school Media Center. PreK-8 students receive weekly technology instruction. Students are eventually expected to demonstrate proficiency in keyboarding, use of internet search engines, Power Point, and Excel. (More details provided in answer 3)

Physical Education allows the students to be as active as they can be! The students wear pedometers during class to track their activity to see who can "Walk Across America" first. Preschool students work on basic skills and locomotors and working with others, other areas include working to improve and master their skills, and working with the fitness components through team sports and lifetime activities.

2. Reading/English:

MQHR believes that students require multiple strategies to be a successful reader, therefore, the *Balanced Literacy Approach* is the core of the Reading and Language Arts program. This curriculum combines whole language experiences with phonemic awareness strategies. *The Scott Foresman 2000* series serves as the program core; leveled text is used as supplemental materials and *Great Leaps* for intervention. The five essential components of effective reading instruction (phonemic awareness, phonics, vocabulary development, fluency, and comprehension) are included and ensured in the *Balanced Literacy Approach*. *Scott Foresman Leveled and Decodable Readers* texts are sent home to reinforce these skills. *Great Leaps* focuses on sound awareness, letter recognition, phonics, high frequency words, phrases, and stories.

Regular monitoring of the development of literacy and reading skills begins with the kindergarten screening process to access for early identification of students who are struggling readers and provides those students the opportunity to work with the reading specialist. The reading specialist collaborates with the regular classroom teacher in setting educational goals for individual students and communicating with parents regarding the child's progress. The Response to Intervention approach ensures that interventions are in place to serve struggling readers with high quality instruction in the regular classroom. Teachers, teacher assistants, and the reading specialist work to help struggling readers become successful.

Students who give evidence of high academic achievement are provided a more challenging learning experience with the gifted reading program. Activities such as "literature lunch" where eighth grade students eat with high school freshman and discuss a shared novel put students in formats where they are able to work with students with similar abilities and interests.

Literature is a starting point for most writing activities. Teachers have been trained in the *Six-Trait Method* of writing instruction. Primary classes use a word wall to build phonemic awareness, phonics and spelling skills. The faculty regularly evaluates writing samples from all grades and curricular areas to assess student proficiency, and identify trends and instructional needs. *The Kentucky Marker Papers* serve as a guideline for the evaluation of student portfolio entries. Grammar is taught in the context of writing. Grammar textbooks are available for specific model and skills practice. Vocabulary textbooks are also used to supplement instruction.

The Media Specialist collaborates with classroom teachers to assure that appropriate reading levels are available for individual students. Thematic projects using the Internet, periodicals, reference books, and non-fiction resources serve to develop research and writing skills.

Accelerated Reader is utilized throughout the school as an incentive to reading success. A year-end reward incentive is used to encourage reading. Students, elementary through middle school, also participate in Battle of the Books.

3. Mathematics:

The mathematics program has received a great deal of attention at MQHR. The math program is advanced in content, but defined for students in ways that help them have a confidence and understanding of math operations. Algebraic ideas and problem solving techniques are introduced to students in kindergarten and are reinforced throughout the primary and elementary grades. From open-ended questions to mathematical concepts, all students practice writing in mathematics

K through 5th grades benefit from the combined homogenous and small ability grouping inherent in the *Everyday Mathematics* program which reinforces the problem solving and application skills essential to true understanding of mathematical concepts. Individual student plans are developed and monitored. Progress results are routinely reported to parents. Sixth through 8th grade students are divided into ability groups based on their standardized test scores and classroom achievement from previous years. These students study Pre-Algebra, Algebra I, and Geometry in the *Glencoe* series. Almost 30% of the 8th grade class earn their high school Geometry credit as 8th graders and are able to advance to Algebra II as freshmen.

Math classes in the 7th and 8th grades are offered for 90 minutes per day for four days per week and 45 minutes for the remaining one day. This extra time devoted to the math classes this year was in an effort to allow graduating 8th graders a better opportunity to take advanced math classes in high school for those desiring a math, science or engineering track. Classroom assignments are monitored and assessed throughout the year to ensure that all students are learning and performing at high levels. The goal of mathematics at MQHR is for all students to understand and apply mathematical concepts. Standardized test scores support the success in this endeavor.

4. Additional Curriculum Area:

MQHR strives to provide all students with the tools to become successful and responsible members of our society. For this reason, many forms of technology integration in the classroom are integral parts contributing to the preparation of students' acquisition of essential skills and knowledge. The full-time technology teacher exposes each student to various forms of technology through the collaboration with faculty members to design a curriculum that supports what is going on in the regular classroom. The Media Center is connected with every other area of curriculum, working to ensure that students can access information, analyze it critically, use it responsibly, and present it effectively. Pre-school students attend computer class once a week and learn basic computer skill such as using a mouse. A fourth grade state project combines Internet research and presentation software. Preparation for the seventh grade research paper begins to fine tune students' Internet research skills and allow them to critically analyze what they find. All students are taught the importance of Internet safety and ethics.

The use of technology throughout the school allows teachers to provide a learning environment that facilitates the learning of relevant content. All classrooms have at least two computer stations with Internet access. SMART Boards are in all but one classroom in grades one through eight. Graphing calculators assist middle school algebra and geometry students with higher level skills needed in today's real-world mathematics applications. A closed-circuit TV system in conjunction to professional grade audio/video production hardware and software allow students to broadcast the self-produced daily MQTV Morning Show, bringing relevant news, weather, prayer and the Pledge of Allegiance to every classroom. Document cameras allow teachers to diversify instruction and maximize upon the learning styles of the visual learners in the classroom. The Classroom Response Systems continue to aid in diversified instruction by providing teachers and students with instant formative assessment feedback. While uniquely effective individually, each piece of hardware and software available to the students is utilized collectively at MQHR to further enhance students' acquisition of essential skills and knowledge.

5. Instructional Methods:

Mary Queen recognizes the diversity in the learning community. In addition to meeting the accepted curriculum standards at the state and national levels, teachers make significant efforts to address individual needs of all students. Teachers are trained in and practice effective methods of differentiating instruction to proactively target student learning variation and create plans using best practice strategies including: multiple intelligences, levels of cognition, critical thinking skills, and developmentally appropriate hands-on activities. This year each student was given a multiple intelligence inventory to determine his/her strengths according to the Multiple Intelligences model which has further aided teachers in this endeavor. Teachers have used this information to specifically incorporate the indicated needs of his/her students in both presentation of concepts and ideas and products which demonstrate student learning. Such practices include but are not limited to: visual and auditory presentation of concepts/ideas, interactive activities using SMART Board technology, manipulatives, discussion groups, flexible grouping, occasional choice in working with group or independently and some choice in product. Products range from writing poems, stories, etc. about a topic (Linguistic); creating timelines (Logical-Mathematical); creating sequences of movements to explain a topic (Kinesthetic); inventing board games (Visual); writing song lyrics (Musical); engaging in service projects (Interpersonal); setting personal goals (Intrapersonal); to recycling (Naturalist). MQHR teachers work to establish a brain compatible room that guarantees the highest student achievement. The teaching of values and practice of Catholic traditions helps the school establish an atmosphere that is safe, nurturing and non-threatening for students and embraces a variety of learning styles which makes for an environment where students can learn and achieve at high levels. Visitors to the school would observe large and small group instruction, project work, cooperative learning activities, hands-on laboratory experiments, use of math manipulatives, computer-based learning, integrated use of technology, and student directed presentations.

6. Professional Development:

The administration, faculty and staff at MQHR are committed to ongoing professional development. Each faculty member is responsible for designing and submitting a professional improvement commitment (PIC) which is aligned with the yearly school goals. The administration ensures that staff members work toward and complete their goals by including the PIC as part of the formal observation conference. Newly hired faculty members attend diocesan and school orientation meetings prior to the start of school and intern teachers participate in the Kentucky Teacher Internship Program (KTIP) which unites the intern teacher with an on-site mentor, an administrator and a university supervisor. Teachers are encouraged to continue their education with graduate level course work. Professional development activities provide a positive example for students and empower teachers with the latest in research and practice. Students benefit from the faculty's desire to meet individual needs and encourage achievement at the highest levels. MQHR's faculty strongly believes that instructional advancements can be made through continued education.

Along with the twelve hours provided for all staff, faculty members are expected to complete an additional twelve hours of professional development annually. Opportunities are provided on school, district, state and national levels. Teachers may also enroll in professional development offerings from the local public school district. Workshops, keynote speakers and sharing panels put teachers in touch with one another and with current practices. All professional development opportunities target the school's improvement plan and teacher professional improvement commitments. School funds are allocated in the annual budget to promote professional development.

Faculty members share insights at grade level or at full faculty meetings when they return from a professional development opportunity. Teachers with expertise in given areas will also train their peers. For example, in May, a team of teachers was trained in the newly acquired school management software, Option C and teacher blogs. That team then provided in-service to the rest of the staff.

The school offers an additional twelve hours of professional development opportunities for the staff that are aligned with the school's goals. Faculty has been trained on use of the SMART Board, Microsoft

software applications, the use of tiering, multiple intelligences and web quests in the mixed ability classroom, mathematics and a review of student placement. Review of standardized test scores aid teachers and administrators to prioritize professional development needs for the upcoming year. Annually, teachers attend the Diocese of Lexington's teacher conference. All Diocese of Lexington teachers are required to become certified catechists. Training for this certification is provided at school, parish and diocesan levels.

By focusing on teacher effectiveness, the ultimate goal is to improve the educational experiences and achievements of the students served at MQHR.

7. School Leadership:

Special care has been given to develop a climate of positive leadership among the students, parents, teachers and administrators. MQHR has two dynamic collaborative leaders in the principal and assistant principal. These leaders use a decision making strategy which prioritizes students. MQHR's Strategic Plan is constantly reviewed and monitored with all stakeholders to sustain continuous school improvement. The principal serves as a resource to schools as a facilitator and chair for the Kentucky Non-Public Schools Association accreditation process.

An emphasis has been placed on developing teacher leaders to promote a shared vision, mission and ultimately, student achievement. Teacher leaders assist with a variety of committees, participate on the school board and PTO, share leadership responsibilities at grade level meetings and present content specific information at faculty and diocesan meetings. MQHR has been blessed with teacher leaders who are willing to give their time and efforts to maintain high academic expectations by constantly reviewing students' needs and curriculum progress.

Students are called upon to provide leadership and accountability within classroom communities. Middle school students take on leadership roles for Student Council, Beta Club and various academic team committees such as: KYA, KUNA, Waste busters and Math Counts. Student leadership at MQHR is an important part of overall student achievement.

MQHR has active, dedicated parents that provide their valuable time, talent and treasures to the parish and school community as leaders on the school board, PTO and finance council which are essential organizations for the success of the school. Parent volunteers are valuable contributors and are involved in many capacities in the school. Parents serve as classroom helpers, health room nurses, cafeteria monitors, art helpers, library and computer lab assistants. Parents also take an active role in extra-curricular student activities such as Academic Team, Battle of the Books, Chess Team, Athletic Teams and Choir. One of the most important roles parents show leadership in the school is their involvement in fundraising activities such as Market Day, Junior Achievement, gift cards and 8th grade trip.

PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4188</u>	<u>\$4188</u>	<u>\$4188</u>	<u>\$4188</u>	<u>\$4188</u>	<u>\$4188</u>
K	1st	2nd	3rd	4th	5th
<u>\$4188</u>	<u>\$4188</u>	<u>\$4188</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$7500
5. What is the average financial aid per student? \$600
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
3%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 16%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	73	82	77	81	80
Number of students tested	51	38	50	71	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV174

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	67	75	79	82	73
Number of students tested	51	38	50	71	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	80	82	86	82	71
Number of students tested	39	51	56	56	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV174

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	73	81	83	77	77
Number of students tested	39	51	56	56	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	75	80	77	74	77
Number of students tested	50	47	44	64	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	71	77	76	76	82
Number of students tested	50	47	44	64	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	81	83	72	78	73
Number of students tested	44	43	65	69	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV174

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	76	80	78	79	73
Number of students tested	44	43	65	69	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	89	84	81	72	76
Number of students tested	49	55	58	70	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV174

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Average Score	78	77	78	79	81
Number of students tested	49	55	58	70	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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