

PART I - ELIGIBILITY CERTIFICATION

11PV78

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

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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: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 1

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	16	14	30		6	26	29	55
K	20	13	33		7	26	27	53
1	19	19	38		8	23	24	47
2	20	29	49		9	0	0	0
3	23	32	55		10	0	0	0
4	17	16	33		11	0	0	0
5	26	22	48		12	0	0	0
Total in Applying School:								441

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
1 % Black or African American
7 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
86 % 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: 4%

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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1, 2009	449
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 2

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 1%
 Total number of students who qualify: 6

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: 4%
 Total number of students served: 16

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>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>1</u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>6</u>	<u>1</u>
Support staff	<u>11</u>	<u>5</u>
Total number	<u>45</u>	<u>8</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: 22:1

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%	96%
Daily teacher attendance	98%	98%	98%	98%	97%
Teacher turnover rate	3%	4%	4%	5%	4%
High school graduation rate	%	%	%	%	%

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

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%

St. Martha Catholic School (SMCS) began serving families in 1950. Since its beginning, the school has offered a uniquely progressive program dedicated to the highest academic standards, while nurturing spiritual growth in the Catholic faith. Currently, SMCS educates students in grades pre-kindergarten through eighth. In 1997, the school committed to expanding its facilities to accommodate the high demand for enrollment. These new facilities would provide the students with state of the art classrooms and the latest technological developments in education. Today, Saint Martha Catholic School continues to offer excellent academics to a diverse community. For sixty years, the school has remained inspired and committed to fulfill our mission – Strength in Faith, Excellence in Knowledge, and Character in Service.

Faculty, staff, parents, and students demonstrate their “Strength in Faith” by following in the path that Jesus set forth. Students and faculty attend weekly Mass and participate in spiritual activities, such as prayer services, reciting the rosary, and the Stations of the Cross. Values and morals are integrated throughout our curriculum. All members of the SMCS community are encouraged to pray for each other, the surrounding community, and their global families.

The school demonstrates a passion for education and commitment to high academic standards, exemplifying “Excellence in Knowledge.” Our early childhood program (4 – 5 year olds) is designed to teach the whole child with an emphasis on social and emotional growth while strengthening their physical, verbal, and cognitive development. The elementary and middle school curriculum focus on the academic requirements of both the State of Florida and National Standards. The goal is to provide students with the skills necessary to succeed in a continually evolving complex and technologically sophisticated society. The curriculum includes Language Arts (writing, reading, grammar, spelling and phonics), Social Studies, Mathematics, Science, Religion and Spanish. Differentiated instructional approaches are used in all subject areas. Additional courses are offered to provide students with a well-rounded educational experience. These courses include Art, Music, Drama, Library, and Physical Education. Technology skills are integrated within the existing curriculum. All middle school students apply these skills by taking a required research course. This course is integrated into the Language Arts and Social Studies programs. In addition to the regular course of studies, the school offers programs for students with a need for special services, including Title I, speech therapy, tutoring programs, and subject area enrichment and remediation.

Community Service is an integral part of the school’s mission, “Character in Service.” The school is passionate in their calling to help those in need. Multiple opportunities are designed to help those less fortunate in both Sarasota and communities worldwide. For the last four years, the school has been the largest contributor to the Gifts of God Program, which supplies food and basic necessities to the homeless. Examples of other service work in our community include, but are not limited to: Mayors Feed the Hungry, Faith Food Bank, Christmas presents for migrant families, long-sleeve shirts for migrant field workers, shoes for homeless children, and the Pajama Program as seen on the Today Show. Globally we send packages and letters to those serving in the military and we have purchased numerous Shelter Boxes over the past several years for people experiencing both natural and man-made disasters throughout the world. In addition, individual classes collect diapers for babies, sell cookies for cancer research, and provide food for animal shelters. One of this year’s goals is to adopt an impoverished school in Mexico in need of the essential tools to provide a successful learning environment. These exceptional service activities help to develop students to recognize they are an integral part of the global community.

St. Martha Catholic School students are destined to become life-long learners who will make positive contributions to society through their faith, knowledge and service. These altruistic values flow naturally from the students because they are taught to think and do for others from the moment they enter the school. The school’s deep rooted traditions and accomplishments for the past sixty years have made St. Martha Catholic School worthy of Blue Ribbon status.

1. Assessment Results:

Every year during the month of October, the students in grades three through eight at St. Martha Catholic School are assessed using the Iowa Test of Basic Skills (ITBS), which is a nationally norm-referenced test. This test measures the skills and achievement in reading (vocabulary and comprehension), language arts (capitalization, spelling, punctuation, usage and expression) and math (computation, concepts, and problem solving). Developed at the University of Iowa and backed by a tradition of more than seventy-five years of educational research and test development experience, the ITBS provides an assessment of each student's individual achievement and essential educational objectives. Test results yield reliable and comprehensive information about the development of student's skills and critical thinking ability. The test scores should not be regarded as absolute indicators of their abilities but rather as an approximation or general indication of the student's level of achievement. Results are shared with teachers, students, parents, and the St. Martha Catholic School community. The results are analyzed and used to determine the student's individual strengths and weaknesses. Student goals are developed that are specific, measurable, attainable, relevant, and timely (SMART goals). These goals drive classroom instruction.

For the past five years, the ITBS results remain high in all areas with a slight fluctuation from year to year. The reading scores for third through sixth grade have been in the top ten percentile of all schools in the nation every year. Seventh and eighth grade reading scores have also been in the top ten percentile most years, with a few exceptions; however, these exceptions are very close to the goal. We attribute these exceptions to the large influx of new middle school students that we enroll each year. The math scores for third through fifth grade have been in the top ten percentile of all schools nationally every year. Scores for grades six through eight are in the top ten percentile in most years, with the same exceptions as in reading.

Reading scores are generally higher than math scores. Within the math subtest it can be noted that the computation area is a school-wide focus for improvement. Using the "Item Analysis" feature provided by ITBS, specific areas of computation weaknesses can be pinpointed. Initiatives have been implemented to improve these scores. As a result, math computation was chosen by the faculty as an area of needed improvement. Mathematics teachers have implemented a daily computation program in all grade levels over the last two years. This approach has helped to raise our Math Computation ITBS scores. Math instructors have been added at the middle school level to decrease class size while simultaneously increasing individualized instruction to improve math competency. In addition, a research consultant has been retained to analyze specific data and to recommend a course of action for instructors to implement into the curriculum.

St. Martha Catholic School has established its own student performance level standards, which significantly exceeds the state standards. The school community is proud to have achieved the goal every year of placing in the top ten percent nationally. When compared to other Catholic schools in the Diocese of Venice and the Province of Florida, the school ranks number one. These results prove that the school is qualified above and beyond to be recognized as a high performing school with outstanding academic standards and exceptional student achievement.

2. Using Assessment Results:

Assessment data is regularly analyzed in order to set appropriate goals and drive instruction in the classrooms. Administrators and teachers review scores to determine areas of strength and weakness, to identify students in need of differentiation, and to track each student's growth in learning from grade to grade. The assessment results from the ITBS are also used to determine an individual student's eligibility for the Title I program in reading and math. It is also used to identify those in academic need who would benefit from work with the Resource Teacher. The addition of a Resource Teacher to the school faculty

five years ago was a direct result of the examination of a variety of assessments. The resource program at the school has enabled students who were below level to greatly improve and become on-grade level through one-on-one support and small group instruction. Additionally, the school examined the math computation ITBS scores, realized a need for growth, and developed a computation program which has proven to advance scores. Based on a school wide assessment data, the Language Arts Department determined that the students' writing skills had room for improvement. The Write Source Program in grades one through eight and the Criterion Writing Program in grades five through eight have been adopted and are effectively developing improved writing skills.

As a school, special effort has been made over the last few years to coordinate the curriculum. This has been accomplished through team planning and curriculum mapping. The adoption of the Tech Paths software mapping program has provided teachers with a tool to create a spiraling program without content areas being missed or unnecessarily repeated. The result has been an increase in valuable academic time and a formation of a stronger curriculum where all students can achieve success.

SMCS faculty strives for student achievement and success, where each student can reach his or her greatest potential. Four years ago, the faculty chose to focus on differentiating instruction in order to meet each student's individual needs. Several in-services and workshops were held for training as teachers became experts in this type of instruction. It has been a dynamic change for the students, and they experience a variety of learning opportunities. The assessment results over the last five years have shown much growth due to the implementation of the above mentioned programs.

3. Communicating Assessment Results:

Communication is a key component of the school's success as SMCS continues to promote each student's achievements and overall growth. Student performance is communicated in a variety of ways. The teachers are diligent about correspondence with parents, as they realize the importance of parent involvement and partnership. Parents receive mid-quarter progress reports and quarterly report cards. For grades three through eight the website Ed-line is available to all students and parents. This on-line system enables students and parents to check grades weekly. Teachers also use this system to announce upcoming classroom assessments and other important classroom related events. Lower elementary students receive a weekly folder communicating individual student progress. In addition, a standardized end of year assessment is administered to these students and results are communicated to the parents.

Teachers and parents conference frequently and utilize e-mail to share information. All faculty members have their e-mail address accessible through the school's website. Throughout the year, any changes to classroom instruction driven by assessment data are communicated to parents in a timely manner. Notes to parents about student performance may be written in the student's agenda book which promotes frequent communication between teachers and parents. Additionally, the school's resource teacher often meets with parents and/or students to assist in the interpretation of ITBS scores.

SMCS assessment results are easily accessible through the school's website. The bi-monthly newsletter features articles highlighting the latest assessment data with explanations of how it is used to drive classroom instruction. Once a year, a mailing is distributed within the community headlining the latest results of the assessment data and explaining the meaning and the use of this data within the school. It is evident that the assessment data is relevant to the school's success and is communicated effectively to students, parents, and the community.

4. Sharing Lessons Learned:

St. Martha Catholic School (SMCS) takes every opportunity to consistently showcase the successes of students and teachers throughout the community and with other schools. SMCS is highly regarded by these groups for its academic success, strength in faith, and character in service in keeping with our school mission. Students participate in community and nationally sponsored events in academics, athletics, and the arts. Students continually receive award winning recognition for their accomplishments.

Quarterly Honor Roll award ceremonies are held for both the student body and the parents. Other examples include, but are not limited to: the Junior National Honor Society, the Duke University Talent Identification Program, the Sarasota County Commissioners Annual Environmental Calendar, the Sarasota County Airport Youth Art Contest, the Knights of Columbus Social Justice Essay and Annual Spelling Bee, and the Mayors Feed the Hungry Program. Students in grades six through eight are required to complete seventy-five hours of community service during their middle school years to continue to develop character through service.

It is evident that St. Martha Catholic School has a history of success. The school community is proud of our strong traditions in academics, faith and service. SMCS has and will continue to share successes through the Florida Catholic Magazine, the Diocese of Venice website, the Saint Martha Catholic School website, the Knights monthly newsletter, Sarasota and Manatee County newspapers, feeder parishes, local news channels, and promoting school and individual student accomplishments on the school marquee.

In addition to the above, the school is host to the Diocesan Educational Conference every other year providing an opportunity to share many of the student and teacher accomplishments with other schools. Achieving Blue Ribbon School status is an award that would be honor to share with the community. St. Martha Catholic School would actively encourage and support other schools to strive for this prestigious award.

1. Curriculum:

St. Martha Catholic School both meets and exceeds the Diocese of Venice Curriculum Standards as well as the Florida State Sunshine Standards at all grade levels. Students are continually challenged with an integrated curriculum and use of inquiry based learning techniques to provide a strong foundation for future success. All lessons provide differentiated instruction designed to meet the individual needs of students.

The religion curriculum is based on the beliefs and teachings of the Catholic Church. Worship and service to others is emphasized in all grade levels. Daily prayer, weekly liturgies, sacramental preparation, and classroom instruction promote the spiritual and moral values of our students. Emphasis is placed on students living their faith in their day to day activities.

The language arts curriculum provides the students with the tools necessary for both written and oral communication. Instruction includes grammar, phonics, spelling, writing, and oral presentations. Guided and small group instruction is used effectively to master these skills. Many literature selections are designed to integrate the curriculum. For example, while the eighth grade students are studying the Holocaust in social studies, they are reading *Night* by Elie Wiesel in language arts. The language arts program is an integral part of all subject areas.

The mathematics curriculum is a comprehensive program built on the six strands of knowledge: algebra; data and chance; geometry; measurement; numeration and order; patterns, functions, and sequences; operations and reference frames. At each grade level, learning targets are identified for each of the six strands. The instruction allows time for whole-group as well as small group, partners and individual activities. These activities provide for teacher directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice. The eighth grade students take either Algebra I or Honors Algebra. The mathematics classes are enhanced with the use of the Accelerated Math program. All students are encouraged to explain and discuss their mathematical thinking in their own words.

The science curriculum provides opportunities for students to develop and maintain essential skills while applying the scientific method. Students use observation, comparing and classifying, gathering, recording, displaying and interpreting data in addition to predicting, inferring, hypothesizing and experimenting. Physical, earth and life science lessons are enriched through the following activities: the invention convention, toothpick bridge building, solar cars and solar cookers. Field trips that are designed to support the classroom instruction include the Parker Planetarium, Around the Bend Nature Tours, dip netting in Sarasota Bay, Mote Marine Laboratories, Jungle Gardens, Museum of Science and Industry, Future World at Epcot Center, and Lowry Park Zoo in Tampa.

The social studies curriculum is an integrated program designed to develop students who will become contributing citizens in their community, country and globally. This is accomplished by focusing on the main topics of history, geography, civics and government, and economics. Social Studies and history are brought to life through hands-on experiences, reenactments of historic events, guest speakers, projects, and field trips.

The fine arts curriculum consists of visual and performing arts. All grade levels participate in the art program. The full time art and music/drama instructors provide all students with these courses weekly. Music and drama classes prepare them for school wide and community performances. Some examples of these are the spring musical, the holiday festival, the Veterans Day Program, and visits to local nursing homes. Both the upper and lower grade levels have performing choirs.

SMCS is in compliance with the program's foreign language requirements. All sixth, seventh and eighth grade students are required to take two fifty minute periods of Spanish per week year round. The Spanish curriculum also includes pre-kindergarten through fifth grade. Graduates have the opportunity to enter Spanish II based on test performance. In addition to learning the language students explore the Hispanic culture globally.

Technology is integrated throughout the entire curriculum which is enhanced by the use of Promethean Active Boards, classroom computers, access to the computer lab, classroom lap top carts, and digital and video cameras. Keyboarding and computer research are also taught. Eighth grade students televise daily a live news broadcast through closed circuit television to all classrooms and the school website.

The physical education curriculum is taught in grades prekindergarten through eighth twice a week. Middle school students participate in many interscholastic sports such as soccer, golf, basketball, volleyball, flag football, cheerleading, and tennis. Gymnastics and martial arts are offered as after school activities.

SMCS students frequently participate in numerous academic, athletic, and fine arts competitions. Traditionally, students place first, second, or third in local and state-wide events.

2. Reading/English:

The goal of the reading curriculum is to inspire students to become passionate readers, while demonstrating a high level of comprehension, vocabulary and writing proficiency in all academic areas. The approach to teaching reading encompasses a variety of meaningful opportunities for students to understand the written word.

The early childhood reading program engages all students at a developmentally appropriate level. The Pre-Kindergarten and Kindergarten reading curriculum consists of oral language development, print/book awareness, phonological and phonemic awareness, letters and sounds, vocabulary and comprehension, and writing. Skill-based instruction, along with meaningful language-based experiences, provide a strong foundation for our beginning readers.

The elementary reading program utilizes an effective and innovative approach. SMCS chose the Reading Street Program published by Pearson/Scott Foresman because it offers cross-curricular opportunities, scaffold and differentiated instruction, phonemic awareness, fluency, vocabulary, and comprehension. It provides on-line resources, leveled readers and comprehensive assessments, and allows teachers the flexibility for ability grouping.

SMCS's early childhood and elementary programs provide students with the tools to enter into a literature based curriculum at the middle school level. Emphasis is based on students developing both higher level and critical thinking skills, an increased vocabulary and reading comprehension through short stories, poetry, and novels. Once again, flexible grouping and differentiated instruction, allow for individual progress.

For those students who have not been able to obtain grade level reading skills, a resource program is provided. This program uses individual reading interventions to achieve the grade level reading standards. Resource services are also available to students who are on or above grade level. St. Martha Catholic School also offers after school volunteer peer tutoring, where students from the National Junior Honor Society and Leadership Program assist younger students with reading development.

Teachers are diligent in following the progression of individual student growth while instilling a love of reading that lasts a lifetime.

3. Mathematics:

The St. Martha Catholic School mathematics curriculum follows and in many areas exceeds the Florida Sunshine State and the NCTM Standards. The execution of the curriculum is designed to challenge students and provide them with the strategies to identify problems, organize information, devise a plan, solve problems, and analyze the solution to communicate results.

The pre-kindergarten through eighth grade curriculum emphasizes the application of mathematics to real world situations. Pre-kindergarten through grade four implements the Everyday Mathematics series. Multiple math programs are used in grades five through eight to meet the varied abilities of the students.

The pre-kindergarten through fourth grade Everyday Mathematics curriculum incorporates a spiral approach to the mastery of the following concepts: numeration, operations and computation, data and chance, geometry, measurement, patterns, functions, and algebra. This comprehensive program offers multiple exposures and spaced practice. Differentiated methods for basic skill practice are used daily. For example, games, paper/pencil tasks, manipulatives, large/small group instruction and cooperative learning groups. Technology is incorporated for reinforcement, remediation and acceleration.

In grades five through eight flexible grouping is used to best meet the needs of the students. The following criteria is used for placement: ITBS math scores, report card grades, classroom and test performance, Orleans-Hannah algebra readiness test and teacher recommendations.

Students identified below grade level in math are given multiple opportunities for remediation, such as smaller classes, interventions with the resource teacher, peer tutoring, and slower paced instruction with frequent repetition of basic skills. The above goal has been accomplished by adding two additional teachers to the math department. This plan for student success has provided for the much needed re-teaching opportunities and the reduction of anxiety and pressure, while assisting students to achieve grade level expectations.

In addition to the traditional benefits of leveling, students have the opportunity to complete Pre-Algebra, Algebra, and Honors Algebra prior to entering high school. This allows some of our students to qualify for Geometry, Honors Geometry or Honors Algebra as high school freshman.

As the school looks to the future, a math research consultant has been retained to analyze test data which identifies trends that reveal strengths and weaknesses of our students. The results of this analysis will provide critical information to be used in everyday instruction and future math program selection.

To further stimulate the student's math interests and development, extracurricular activities are offered. These activities include but are not limited to Bridge Club, Toothpick Bridge Building Club, and local high school math competitions.

4. Additional Curriculum Area:

The St. Martha middle school social studies curriculum is based on a hands-on approach to learning world history and United States history. Using Kagan strategies, the students often work in small cooperative learning groups to study specific time periods. Each group's tasks allow for differentiated learning to take place with a variety of responsibilities being assigned to individual students based on their abilities.

Interdisciplinary projects are also planned with the language arts, science, and drama departments. Examples of interdisciplinary group activities include sixth grade students taking on the personality of famous ancient Greeks and being able to give a speech about their person's life in the first person. Eighth grade students discover the hopes and challenges of immigration during the early 1900's by creating a family story of immigration in which each student plays a family member and relates their story to the

class in the form of a play. The drama department works with the sixth and eighth grade students on their presentations.

The seventh graders are required to design the front page of a newspaper from a specific date of importance during the Civil War. They must include a minimum of seven articles along with a proper masthead and graphics. This project is executed in conjunction with the language arts department. Seventh grade students also research the history of a specific inventor of their choice for science and social studies and then represent that inventor at the Inventor's Conventions presented for the entire student body.

Prominent members of the Sarasota community are often invited into the classroom to provide students with the opportunity to meet eyewitnesses from important events in history. Dr. Emanuel Tanay, world renowned forensic psychiatrist, author of *Passport to Life* and a Holocaust survivor shares his amazing story of hiding under false papers in Nazi Germany during World War II each year with the eighth graders.

Field trips designed to enrich the curriculum include the sixth grade attending Epcot Center's Tour of Nations, the seventh grade studying colonization in Saint Augustine, Florida, and the eighth grade spending four days in Washington DC exploring the Capitol, Smithsonian Museum, numerous monuments and the Holocaust museum.

5. Instructional Methods:

St. Martha Catholic School has embraced differentiated instruction in all subject areas. Our staff has been extensively trained in using this teaching method to reach the diverse needs of all our students. Lessons are student-centered and tailored to the individual needs and interests of each child.

Our school provides a variety of techniques to implement differentiated instruction. Our teachers incorporate cooperative learning groups, multi-sensory learning centers, mixed ability groups, tiered assignments, technology implementation, and after school enrichment programs. Projects are designed to showcase different learning styles.

Teachers are mindful of the content, process and product when planning in response to the student's interest, readiness, and learning needs. The following are further examples of opportunities provided to meet the different needs of all of our students. In our early childhood program, a multi-sensory unit on weather includes experiments, non-fiction read alouds, student generated illustrations, and story writing. Elementary students experience an advanced study on the United States, featuring a research paper, oral presentation, and an informational kiosk on a specific state. Middle school science students are challenged to research, design and construct a working solar cooker. Students demonstrate their cookers to our student body and the most efficient cookers are entered into a state competition.

Students in Kindergarten through third grade who are identified as being at-risk in reading or math are provided a supplemental pull-out program. Teacher Assistants also monitor and reinforce small group activities. At the middle school level, standardized test scores and classroom assessments are utilized in both language arts and math to place students in specialized groups: advanced, on-level, and remedial.

Our school provides a variety of additional services during the school day, such as speech therapy, one-on-one tutoring, and enrichment support. The Resource teacher works hand-in-hand with classroom teachers to design accommodations, such as providing study guides, creating graphic organizers, extending time, modifying assignments, and providing additional practice. Lessons are also created to challenge students to apply higher order thinking and critical analysis through the process of invention and evaluation.

St. Martha Catholic School teachers work hard as partners with students and parents to help students achieve the greatest level of success.

6. Professional Development:

Professional development is an integral part of each staff member at St. Martha Catholic School. All administrators, teachers, and staff work continuously to further improve and develop all school policies and programs. Administrators attend monthly diocesan meetings to keep faculty abreast of the latest educational practices and to implement them as needed. Specific areas are selected by evaluating test results, student and teacher performance, curriculum mapping, and various assessments.

Each teacher has either a Bachelor's or Master's degree and holds a Florida state certification in his/her appropriate level or subject area. Also, each teacher must follow the standards set forth by the Diocese of Venice. This requires religious certification.

Professional development opportunities are afforded within the school as teachers receive regular evaluations and attend monthly staff and level meetings for assessing and planning. Each year SMCS continues to update teacher technology skills and knowledge of differentiated and individualized instruction, classroom management, and general subject areas. Presently, teachers are implementing the use of Tech Paths – a curriculum mapping program. The faculty attends monthly training sessions. Through the use of this program, teachers will fill in the gaps of curriculum and chart their content standards and lesson objectives. In-service on a diocesan level is provided each year with presenters and hands-on instruction on the most current educational topics. Both the county and state offer extensive workshops and conferences which are attended by the faculty and staff. The following are some of the continuing education programs attended: Into the Fields – Religious Certification Program, Mapping the Curriculum (Tech Paths), Kagan Classroom Management, Technology in the Classroom, Kagan Cooperative Learning Institute, Florida Agriculture in the Classroom, Sea Turtle Over Night Adventure Teacher Workshop, Florida Humanities Council Seminar, Active Board Seminar, Saturday for Educators – Ringling Museum of Art, FETC – Technology Conference, The Mandela Link - Van Wezel Performing Arts Hall Selby Education Center, Cooperative Learning Workshops, Solar Energy Cook-off Workshop, and Catholic Identity Workshop.

All of these learning opportunities enable the teachers to continue providing the highest standards and latest trends in education for SMCS students.

7. School Leadership:

Over the past 60 years St. Martha Catholic School leaders have planned, empowered, motivated and implemented many of the policies, programs and relationships that it takes to ensure the success of a great school. Currently, our school leadership philosophy is one of a learning leader, a person who strives to educate not only the students, but the parents, teachers and staff as well.

The principal plays an integral role in all the aspects of the school's achievement and growth. The principal is focused on mentoring the teachers and students to become people who solve problems, think critically, and serve others. The school principal ensures the policies, programs, relationships and resources that are focused on improving student achievement. This is accomplished through annual evaluations. If programs are determined to be lacking, the school principal uses the resources available to supplement the curriculum and develop new curriculum to maximize achievement.

For example, SMCS struggled with improving student writing. With assistance from the Diocese of Venice, the teachers and staff worked to implement the use of a computer based writing program to improve the quality of student writing. After one year of measured success at grades six through eight, it was determined that extending Criterion Writing to grade five would be essential for continued achievement. The school was able to secure the resources necessary to fund a mobile computer lab to make work on the computer based writing program more consistent and effective. The school has seen

impressive results and plans to continue to implement Criterion Writing with younger grades to continue the student learning gains.

Another role of leadership is to invite a variety of speakers to educate parents raising awareness of the importance of encouraging children to become better critical thinkers. This also increases parental ownership of the educational process. The principal takes a proactive approach to create an environment in which students feel successful and safe and are encouraged to face personal and academic challenges.

The leaders of St. Martha Catholic School have strived for the last 60 years to offer the best education to students through excellent academics and instruction, strong faith and values through example, and character building through service to the global community.

PART VI - PRIVATE SCHOOL ADDENDUM

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>\$5700</u>	<u>\$5700</u>	<u>\$5700</u>	<u>\$5700</u>	<u>\$5700</u>	<u>\$5700</u>
K	1st	2nd	3rd	4th	5th
<u>\$5700</u>	<u>\$5700</u>	<u>\$5700</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$7505

5. What is the average financial aid per student? \$2686

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
23%

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

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ITBS

Edition/Publication Year: Form C/2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	81	83	79	80	85
Number of students tested	33	57	53	48	46
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: Form A/2000 was administered prior to October 2008-2009 school year.					

11PV78

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: ITBS

Edition/Publication Year: Form C/2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	87	86	83	82	86
Number of students tested	33	57	53	48	46
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: Form A/2000 was administered prior to October 2008-2009 school year.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: ITBS

Edition/Publication Year: Form C/2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	84	82	86	91	84
Number of students tested	49	51	46	47	46
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: Form A/2000 was administered prior to October 2008-2009 school year.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: ITBS

Edition/Publication Year: Form C/2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	86	88	86	89	85
Number of students tested	49	51	46	47	46
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: Form A/2000 was administered prior to October 2008-2009 school year.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: ITBS

Edition/Publication Year: Form C/2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	83	87	83	75
Number of students tested	52	51	43	43	38
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: Form A/2000 was administered prior to October 2008-2009 school year.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: ITBS

Edition/Publication Year: Form C/2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	86	91	88	87
Number of students tested	52	51	43	43	38
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: Form A/2000 was administered prior to October 2008-2009 school year.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: ITBS

Edition/Publication Year: Form C/2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	70	80	80	78	68
Number of students tested	47	52	46	42	46
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: Form A/2000 was administered prior to October 2008-2009 school year.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: ITBS

Edition/Publication Year: Form C/2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	81	84	84	81	76
Number of students tested	47	52	46	42	46
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: Form A/2000 was administered prior to October 2008-2009 school year.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: ITBS

Edition/Publication Year: Form C/2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	78	78	73	70	78
Number of students tested	50	45	41	39	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: Form A/2000 was administered prior to October 2008-2009 school year.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: ITBS

Edition/Publication Year: Form C/2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	81	84	79	75	76
Number of students tested	50	45	41	39	42
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: Form A/2000 was administered prior to October 2008-2009 school year.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: ITBS

Edition/Publication Year: Form C/2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	77	71	72	77	69
Number of students tested	47	42	37	44	50
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: Form A/2000 was administered prior to October 2008-2009 school year.					

11PV78

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: ITBS

Edition/Publication Year: Form C/2005 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	76	75	77	78
Number of students tested	47	42	37	44	50
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: Form A/2000 was administered prior to October 2008-2009 school year.					

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