U.S. Department of Education
2015 National Blue Ribbon Schools Program

[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mrs. Jennifer Halleck Griffith
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Cardinal Hickey Academy
(As it should appear in the official records)

School Mailing Address 1601 W. Mount Harmony Road
(If address is P.O. Box, also include street address.)

City Owings   State MD   Zip Code+4 (9 digits total) 20736-8934

County   Calvert   State School Code Number* 0904-2000

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                                                     Other Social Media
YouTube/URL   Blog   Link

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Ms. Kelly Branaman   E-mail: branamank@adw.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Washington   Tel._____
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. 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.

11. 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

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   0 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
                                          0 High schools
                                          0 K-12 schools

                                          0 TOTAL

SCHOOL (To be completed by all schools)

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

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

3. 4 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total
PreK	3	9	12
K	6	9	15
1	12	11	23
2	9	4	13
3	10	15	25
4	9	12	21
5	9	15	24
6	6	16	22
7	13	7	20
8	10	9	19
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	87	107	194

5. Racial/ethnic composition of the school:

    0 % American Indian or Alaska Native
    4 % Asian
    1 % Black or African American
    2 % Hispanic or Latino
    0 % Native Hawaiian or Other Pacific Islander
    91 % White
    2 % Two or more races
    100 % Total

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year	3
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the 2013-2014 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1	204
(5) Total transferred students in row (3) divided by total students in row (4)	0.015
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
                                    0 Total number ELL

Number of non-English languages represented: 0
Specify non-English languages:

8. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 6

9. Students receiving special education services: 5 %
                                                        11 Total number of students served

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

0 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Deaf-Blindness	1 Specific Learning Disability
0 Emotional Disturbance	10 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

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

	Number of Staff
Administrators	1
Classroom teachers	9
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   22:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	97%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Founded on Gospel values, Cardinal Hickey Academy seeks to nurture the whole child. Motivated by the teaching mission of the Catholic Church, our community is committed to providing an environment in which each child can achieve academic and personal excellence. In the spirit of truth and respect, our regional school cherishes the gift of faith and the joy of unselfish service in the tradition of James Cardinal Hickey.

PART III – SUMMARY

Cardinal Hickey Academy (CHA) is a fully-accredited Roman Catholic elementary school of the Archdiocese of Washington, which provides a faith-based, academically strong coeducational program for classes in Preschool through 8th grade. The school, located in Owings, Maryland, was established in 1997 to serve the spiritual and educational needs of Catholic families in northern Calvert County and southern Anne Arundel County. CHA has established itself as a reputable school with a strong academic and religious program. CHA is nestled in an upper middle class community amid farmland and shares a 60 acre campus with Jesus the Good Shepherd Catholic Community (JGS).

As a regional Catholic school, CHA differs from the traditional parochial school in that we are not affiliated with one particular parish Church. Instead, we serve students from three Catholic parishes in the Archdiocese of Washington.

The school's motto of Community, Faith and Excellence is modeled by the strength of its daily focus on service to others, Christ's teachings and strong academic programs. We believe the Catholic faith should be integrated throughout the curriculum so each child may live the fullness of their faith. CHA offers a learning and caring environment, alive with the love of Jesus Christ.

CHA is motivated by a commitment to excellence. Our academic program places a strong priority upon reading, writing, and mathematics. Integrated units of study provide holistic learning. CHA develops the whole child by encouraging spiritual, intellectual, physical, social, and emotional growth. CHA has a comprehensive curriculum focusing on the Academic Standards of the Archdiocese of Washington. The staff continually re-evaluates their teaching and differentiates instruction so student achievement not only meets the standards but exceeds them. A highlight of the CHA curriculum is the instruction of Spanish, beginning with preschool and concluding in 8th grade. Other special instruction includes technology, art, physical education and library science. Performing arts opportunities include drama, music, band, and handbells. The students in grades 4-8 are fortunate to be instructed in a state-of-the-art science lab. The STEM curriculum is taught in an environment including: workstations with sinks, tools required for hands-on science experiments, microscopes and a SMART board. We strive to instill a life-long love of learning. In school, speech services are provided by Calvert County Public Schools.

CHA recently restructured its existing preschool program to encompass the Montessori Curriculum which includes both full and half-day options for children in a multi-age classroom. The Catechesis of the Good Shepherd is the preschool religious formation curriculum.

The first and central priority of CHA is the students' spiritual development. Students are aware of the presence and love of God as they grow in their relationship with Jesus. As they live out their spirituality, they are nourished through the Sacraments of the Eucharist and Reconciliation, liturgical worship, group and personal prayer, and a strong religious education program. As they grow in wisdom and age, they experience the joy of unselfish service, including outreach to the needy and grow to cherish the gift of the Catholic Faith. Jesus is the unseen teacher in each classroom and is present in each person inspiring an atmosphere of respect for the dignity of the human person. The curriculum is enhanced and student experience broadened by our many religious traditions including a weekly school-wide Rosary recited in October and May, weekly Stations of the Cross during Lent, Faith Rally in January and the Crowning of Mary in May. Our service projects include coat drives, food drives, collections for Birthright, a pregnancy assistant center and donations for poor and abandoned children of our Lady of Mount Carmel Parish, Haiti where JGS maintains a "twinning" relationship. Indeed, the social dimensions of the Gospel are taught.

The dedicated faculty is one of the school's greatest strengths. One hundred percent of the faculty are Catholic and there are 23 full and part-time personnel serving the students in various roles. Faculty turnover is low. The faculty is highly invested in the school as 14 students (7%) are faculty children. The teachers are dedicated to CHA's mission and beliefs. Teachers are involved sponsors of extra-curricular activities such as Girls on the Run, coaching sports teams and drama productions.

Parents, faculty, students, staff, and pastors work in a collaborative spirit to reach common goals. Through Home and School Association (HSA) meetings, parent-teacher conferences and weekly letters, open and positive communication is ensured. Parent volunteers and the Advisory Board provide invaluable support. They are the main fundraisers for the school and coordinate our Auction Gala, Golf Tournament, Bull Roast and restaurant Spirit Nights. They organize various community building events such as our Back to School picnic, 5K run/walk, Fall Festival, Grandparents Day, Literary Pumpkins, Mother/Son and Father/Daughter activities.

A safe, caring, and positive environment along with strong academics have contributed to scores above the qualifying cut scores, an indication that CHA is worthy of Blue Ribbon status.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum is based on the academic standards of the Archdioceses of Washington (ADW), which meet and exceed national standards. Teachers use these standards to develop student centered lesson plans implementing best practices and strategies, while textbooks and other materials serve as resources. Scantron scores are interpreted to ensure that individual student needs are met in reading and math. Teachers work collaboratively with the resource teacher. Opportunities for remediation and enrichment are provided as needed. Our Catholic faith is integrated throughout all curriculum areas.

Reading

The Language Arts curriculum takes an integrated approach to reading, grammar, writing, critical thinking, speaking skills and vocabulary. Language mechanics and the writing process are taught and reinforced throughout the curriculum. Our goal is to develop life-long readers, skillful writers and solid communicators.

Grades K - 5 utilize the McGraw-Hill Reading Wonders series to guide instruction. Instruction focuses on phonemic awareness, decoding, fluency, comprehension, writing and grammar. Many instructional methods are used by teachers to assist students' learning, including discovery lessons, writing workshop, modeling, reader's theater, journal writing, SMART board activities and field trips. Numerous online learning software programs are utilized to support all learning levels.

Middle school students read authentic works to identify elements of literature, analyze and identify text and structural features, evaluate characters, form opinions, develop vocabulary and critical thinking skills. Novels are also used to provide cross-curricular and thematic instructional opportunities. Students utilize writer's workshop to demonstrate mastery of grammar and writing skills. Presentations of student work reinforces communication and listening skills. By allowing students to self-select independent reading material, all learning levels are addressed. Individual learning needs are met through flexible small group instruction and by differentiating instruction and assessment. Finally, the reading curriculum is enhanced with independent reading challenges.

Mathematics

CHA fully covers and exceeds the standards set forth by the ADW mathematics curriculum. CHA implements a complete sequential program that begins with concepts and skills and progresses through Algebra I.

Saxon Math is utilized in grades K-5 as an effort to build a solid foundation in mathematics. The program strength comes from comprehensive concept review and reinforcement rather than teaching isolated units. Frequent testing ensures accurate analysis of achievement.

The middle school math program offers each student the opportunity to take pre-algebra or algebra by 8th grade. Each student's ability is assessed individually and a plan is developed that best meets the student's needs. Split math groups allow for smaller class sizes and individualized instruction allowing all students to reach their academic potential and develop the confidence necessary for success.

The students performing above or below grade level are aided in many ways which include: individualized instruction, supplemental work, peer tutor, small group instruction and various online software programs. Teachers continuously attend workshops to learn new techniques and approaches to presenting skills necessary for success in math. The school has continued to update its math program over the years.

Science

All students experience the scientific inquiry method through hands on labs, scientific writing, technology applications, SMART board presentations, lectures, STEM activities, field trips and reports. These activities enhance understanding and allow students to be dynamically involved in the science concepts taught while building strong comprehension of science standards. Numerous stem lessons and activities enhance critical thinking skills and prepare our students for the 21st-century work force.

Every year, younger students watch caterpillars transform into butterflies, dissect flowers and grow plants. Various visual demonstrations are presented on SMART boards. Grades K-5 science is also integrated throughout their reading curriculum.

Older students build on prior knowledge and delve into detail on the concepts of life, earth and physical sciences using microscopes, balances, Bunsen burners, chemical compounds and live dissections. A variety of assessment methods and flexible small groups allows for differentiated instruction.

Social Studies

CHA's Social Studies curriculum is designed to prepare students to be reverent, respectful and productive citizens of the world. Teachers encourage analytic thinking by building connections among the past, present and future. Social Studies topics include a wide variety of content and knowledge areas: community, geography, government, United States and World History, map skills, problem solving and a commitment to human dignity. Social Studies themes are often integrated into the art and technology curriculum.

CHA is conveniently located near Washington, DC allowing all of our students to visit historical landmarks and experience history first-hand.

Preschool

After years of offering a traditional preschool, CHA moved to a Montessori Preschool curriculum. Montessori teachers guide rather than instruct in order to foster a child's natural inclination to learn by linking a child's interests, needs and developmental level. As a result, students become confident, self-directed learners who think critically and work collaboratively.

Students experience the Catholic faith on a daily basis and participate in The Catechesis of the Good Shepherd, a unique religious formation program based upon Maria Montessori's spiritual teachings and the traditions of the Roman Catholic Church using Sacred Scripture and Liturgy.

2. **Other Curriculum Areas:**

In addition to its competitive academic programs, CHA offers several extracurricular activities such as Jr. National Honor Society, Student Government, Math Counts, Destination Imagination, Band, Handbell Choir, Drama Club, Girls' Soccer, Boys' and Girls' Basketball, Girls on the Run and Cheerleading.

Visual Arts/Performing Arts

CHA is committed to providing a unique visual and performing arts curriculum in which each child can achieve academic and personal excellence while emphasizing Christian values.

The visual arts program exposes students in all grades to a variety of art styles and includes a component of art history. While art is a creative outlet that emphasizes self-expression and self-critique, it is also highly valued as it improves the self-confidence of the students. Art work is created from a variety of media with emphasis placed on craftsmanship. Classes meet once a week.

The music program at the CHA strives to develop students' musical literacy, exposes students to the music of the world and develops an appreciation and passion for music and singing through a variety of methods.

Music classes are once a week for middle school and twice a week for K-5. Music is a sacred tool for opening minds, hearts, and spirits.

The music program also provides a wide opportunity to develop other musical talents through piano lessons, band and Handbell Choir. Piano lessons are an elective with student talents highlighted in an annual recital. The band program offers students in grades 4-8 an opportunity to learn a variety of instruments and showcase their talents through school concerts and the annual Archdiocesan Band Festival. The Handbell Choir offers a unique opportunity for students in grades 5-8 to develop additional musical abilities. Handbells are performed at holiday concerts and worship services.

The school's drama program is a unique extra-curricular activity which involves children in grades 5-8. The students are responsible for almost every aspect of the production from set-building and painting to audio visual preparation. The drama program has become a staple of the school and annually fosters the speaking skills and self-confidence of the students.

Phys Ed/Health/Nutrition

Instruction is offered once a week in Kindergarten through 8th grade. Students are given the opportunity to learn how to live healthy and well balanced lives through physical activity in and out of the classroom setting. Every year the school participates in the Presidential Fitness Challenge. The students participate in a school wide Field Day each spring. CHA offers students school sponsored sport teams (basketball & soccer) and encourages not only participation, but stresses teamwork and sportsmanship. Many girls choose to join our Girls on the Run after school program that promotes health, positive self-image and teamwork.

Spanish

Cardinal Hickey Academy is in compliance with the program's foreign language requirements. Spanish is taught as a year-long course to all students in Kindergarten through 8th grade. The middle school Spanish classes meet four times per week for 50 minutes each to focus on reading, conversational speaking and writing. Classes visit the computer lab weekly for auditory/pronunciation instruction. Our students are well prepared for high school.

Technology

Technology is integrated throughout all subject areas along with separate classes teaching computer science concepts. The technology teacher tailors the curriculum for each class, choosing projects that enhance the classroom curriculum and linking them to computer science topics. Additionally, instruction is given concerning computer ethics and stresses the foundation as rooted in Christian values. Yearly students participate in the Hour of Code. Archdiocesan and ISTE standards are exceeded.

Library/Media

K-5 visits the library to enhance literacy and library skills. Grades 6-8 visit the library to self-select reading materials for pleasure and conduct research. Students have access to a wide variety of books and other materials related to topics of study.

3. Instructional Methods and Interventions:

CHA is committed to providing the highest quality education to all students regardless of ability. The certified, highly qualified faculty tailor learning to a student's ability. Teachers differentiate instruction to meet the diverse needs of students as each lesson is designed using research based best practices. Teachers scaffold lessons and assignments based on ability, multiple intelligence, Bloom's taxonomy and learning style. Lessons include, but are not limited to: teacher led instruction, modeling, cooperative learning groups, small group instruction, ability grouping at the middle school level, and cross-curricular projects/learning. Formal and informal methods of assessment, along with vertical teacher collaboration, keep teachers aware of student need and help to pace learning, making adjustments for remediation and enrichment.

CHA administers the Scantron Performance Series three times a year to chart the growth of our students. Meeting annual growth targets says that our students are attaining curriculum standards at a rate that matches or exceeds that of their peers nationally. The Scantron fall assessments identify annual growth targets for students. The majority of CHA students achieve average or above average growth in reading and math.

A full-time resource teacher is available to help provide support for teachers and students, as well as provide inclusive practices that benefit students in the classroom. Scantron scores are used for grouping and as a resource for additional materials.

A Student Assessment Team (SAT) meets regularly to provide additional support to classroom teachers concerning individual children's academic, emotional and social development. The SAT addresses those needs found through screening or those concerns expressed by parents or teachers. SAT offers suggestions for interventions and focus on strengths, often alleviating or resolving the need for a referral for other evaluations. This often allows for the students to exceed learning expectations.

Technology is extremely important to enhance learning and develop 21st century thinkers. Technology is integrated throughout the curriculum. Each classroom is equipped with a Smart Board to enhance instruction and allow students to participate in multiple learning activities. Classrooms are also equipped with personal computers, printers, listening centers, and student response clickers. Students attend technology classes in the lab to improve their technology awareness while creating projects which integrate concepts learned in the classroom with technology topics. In addition, CHA subscribes to a variety of online resources to enhance and reinforce learning such as Brain Pop, Learn 360, Spelling City, Moby Max and a variety of online educational software programs.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

CHA's assessments combine the final two years the ADW utilized the Terra Nova Third Edition and the first three years of using the Scantron Performance Series. Most of our scores have historically and consistently remained strong.

Reading: Grades K-5 implemented a new reading series in 2013-2014. There was a slight drop in reading scores during this implementation year. Adjustments were made to align the series to our standards and the following year scores rose. Middle school experienced significant gains in reading. This can be attributed to teacher consistency, teachers looping with classes and varied approaches. Students choose books and apply curriculum skills to their interest level to develop reading skills.

Math: In 2012, based on 4th grade scores, the class was split for more one-on-one attention. This resulted in significant gains in 2013 of 19% for 5th grade. As this class progressed to 6th grade, four new students were added three weeks prior testing.

In 2012, 3rd grade implemented a newer version of Saxon, which introduced a textbook and changed content delivery. Several students struggled with this new format resulting in a significant score drop in 2013. Adjustments were made to the curriculum and increased differentiation instruction aided in scores increasing in 2014.

Middle School Math scores reflect a negative trend in fall 2013 but increased in the fall 2014. A new Math series was purchased to better align with the Middle School standards. After implementation, it was realized there were content discrepancies between the series. These discrepancies, along with inconsistent teaching, account for the dip in scores in fall 2013. To rectify this situation, faculty restructuring occurred and discrepancies were addressed. Moby Max, a web-based program, was introduced. Summer work on this program was required, which significantly improved scores for fall testing. Finally, math classes were changed from heterogeneous groups to small, homogeneous groups.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

A variety of assessment tools are used to gain an understanding of student progress. The data gathered from these assessments is analyzed by individual teachers, professional learning communities, the student assistance team and the whole faculty. It is determined whether individual students or classes are mastering concepts. Further evaluation determines if a student needs assistance or specific areas need attention school-wide.

Informal assessments start in Preschool and Kindergarten to make sure our youngest students are progressing. Grades 1 and 2 use more formal weekly testing in spelling, reading and math. The upper grades produce projects, presentations and participate in peer learning activities along with the traditional tests, quizzes and assignments.

Scantron data is primarily used to determine if students are mastering standards in all grades. Based on this data, individualized classroom and school-wide strategies are designed and implemented. The faculty analyzes the data to determine school-wide trends. Scores are scrutinized leading to goal setting for AdvancEd accreditation, developing action plans and driving instruction in targeted areas.

To date, this data has been used to select a new reading series (K-5), influence addition of new instructional materials and modify our middle school math program. Assessment data is used to target specific individual learning needs and small group placement. Scantron data, along with placement tests, are used to level math classes for 7th and 8th grades. Areas of critical need are identified and professional development opportunities are pursued.

CHA recognizes it is crucial for student learning that parents and teachers communicate often. Cornerstone, our online grade book, provides our families with instant knowledge of their child's progress. Parent/teacher conferences are mandatory for each family the first quarter and are scheduled as needed throughout the year. Scantron reports are sent home at the beginning and end of the school year. Individual student results are discussed in depth at the initial report card conference.

Part VI School Support

1. **School Climate/Culture**

CHA believes in educating the mind, body, and spirit. The teachers support academic growth by teaching dynamic lessons that meet the students' sincere thirst for knowledge and offer accessibility and support to all types of learners, and challenge them to reach for the next level. Student excellence in academics are honored with good work bulletin boards, positive feedback, honor roll and Principal's list recognition, and the opportunity to join National Junior Honor Society (NJHS) in middle school. Teachers consistently provide feedback to students. Students and parents can monitor grades and assignments via our online grade reporting system.

Meeting the social needs of the students is a crucial part of their development. Single-track classes offer the students and teachers the opportunity to get to know one another and foster a family atmosphere. This creates a community of love and care. During the school day, students develop their social needs through opportunities to spend time together at lunch and recess where they eat and play with other classes. Students in grades K-5 have mixed seating during lunch. Additionally, during the day, students collaborate on classwork and projects, participate in meetings of student council and NJHS and buddy activities throughout the year. The school community also offers sports teams, school dances and events geared toward father/daughter and mother/son activities. Emotional growth is addressed through our Catholic faith. Students and teachers work together to address feelings and safety through the Child Lures and Circle of Grace curriculum. Additionally, we participate in daily prayer as a school community and weekly masses. All classes and individual students are encouraged to work on Christian service to help others. Additionally, the single track of classes allows for the students and teachers to develop a stronger bond and understand each other's individual needs, which facilitates emotional support and encouragement.

School culture creates an environment where teachers feel valued and supported. Administration is understanding of the fact that teachers have families and has adopted a family first attitude. This allows teachers to meet the needs of their personal lives freeing them to concentrate on their professional duties. Additionally, the principal has an open door policy that allows teachers to discuss issues. Teachers have many opportunities for professional development to enhance their teaching skills. Teachers attend small learning community meetings, which encourages faculty camaraderie. HSA provides teacher appreciation luncheon during Catholic Schools week.

2. **Engaging Families and Community**

The administration and staff are aware of the importance of involving both the families and community in the learning process. We recognize parents are the primary educators. CHA believes in a four-pronged learning arrangement between student, parent, teacher and community. We strive to involve all stakeholders in the social and decision-making processes at the school.

Communication is a high priority. Parents are informed through the website and biweekly electronic newsletters from the classroom teacher and the Principal. Parents have daily access to school homework assignments through teacher created webpages. Parents and students have immediate access to grades through Cornerstone, our web-based student information software. School achievements are shared through the local media, the school's Facebook page and Twitter. School Reach is our school-wide notification system enabling us to communicate via email, text message and phone.

New family meetings in addition to a mentoring program for new families help to welcome those new to CHA. An annual parent-teacher conference to discuss the first quarter report card is required. Parents and parishioners are invited to celebrate Mass with the school each week and to attend other liturgical events such as Stations of the Cross or praying the Rosary.

All 8th grade students complete a questionnaire and meet individually with the Principal to discuss their goals, create a resume and share their high school plans. CHA has a strong relationship with area Catholic

High Schools and works closely with them to ensure our students are well prepared, meet, and exceed entrance qualifications.

The students have an opportunity to participate in monthly community service projects such as collecting food for the local food pantry, assisting with dispersing food baskets, Jump for Heart and collecting coats for the poor. Students have raised money for natural disaster victims and causes.

Families and community members have the opportunity to participate in numerous events throughout the year. The HSA organizes social events and fundraisers. Each school year begins with a Back to School Picnic. As the year progresses, families enjoy open houses, Grandparent's Day, Trick or Trunk, Father-Daughter dance, Mother-Son bowling, and May Crowning. Through cooperation with the Calvert County Department of Recreation, CHA sponsors a 5K race. Monthly restaurant Spirit Nights are sponsored. Three area food service providers work with our school to offer hot lunches for purchase. Local businesses support our auction by donating products and services.

3. **Professional Development**

The administration and faculty recognize the relationship between ongoing professional development and the ability to provide a quality Catholic education. Meeting four times a month, in biweekly full staff meetings, biweekly professional learning community meetings and early-release days, provides ample opportunity for collaboration among the talented staff. Teachers take responsibility for broadening their pedagogical knowledge and sharing learned information to enhance student achievement.

Professional development in the areas of analyzing data, differentiated instruction, curriculum, assessment, and technology, contributes to the expertise of the faculty and academic growth of the students. Teachers are encouraged to take advantage of professional development opportunities provided by the ADW, area Catholic schools, and the local public schools.

Each year faculty members submit a professional improvement plan that is aligned with their personal and school goals. These annual Professional Development objectives are based upon current assessment data, teacher input, and relevant best practices in education. Teachers are required to be certified in their subject areas.

The assistant principal who is also the technology coordinator has been instrumental in keeping the school's technology cutting-edge, while providing professional development that includes hands-on experiences and maintenance of acquired skills.

The ongoing development and improvement of skills is essential to provide a quality education. Title IIA funds are available to the staff for use to pursue additional coursework, workshops, and conferences.

Faculty members share insights during professional learning community meetings and full faculty meetings when they return from a professional development opportunity. For example, one of the teachers was trained in the use of Moby Max. She provided training, demonstrated standards alignment and assessment information to the staff. This resulted in school-wide adoption to enhance curriculum and improve student performance in math, a need suggested by our Scantron testing data.

All teachers of the Catholic Faith in the Archdiocese of Washington are expected to become certified catechists. Training for this certification is provided free of charge through school and online courses.

The faculty at CHA belongs to various professional associations, including the National Catholic Educator's Association. The Principal and Assistant Principal are members of the Association for Supervision of Curriculum Development. In addition, the principal attends monthly church staff meetings and church Parish Council meetings as requested by the Canonical Administrator of the school.

There is a direct link between the desires of the school's staff to continually improve performance and the success of Cardinal Hickey Academy.

4. **School Leadership**

The CHA approach to leadership strives to build a community of leaders that draws upon the strengths of all individuals to benefit the whole.

Operating under the guidance of the Archdiocese of Washington, the administrative team is composed of the Canonical Administrator, the Principal, and the Assistant Principal. As chief administrator, the Canonical Administrator is, de facto, the Pastor of JGS. He is a graduate of Catholic elementary, high school, college, graduate and post graduate education. He is truly committed to CHA. Attending administration meetings, school and social events he remains positive about CHA. He works closely with the principal who is responsible for the day-to-day operations. Additionally, the two regional pastors attend meetings on a quarterly basis.

The leadership team strives to promote the school's mission, vision, goals and student achievement. The team develops and encourages leadership in teachers and students. Everyone is encouraged to use their gifts to strengthen each other and the school community. The legacy of commitment to high achievement not only for each student but also for the faculty is evident throughout the school community. Fostered leadership within CHA is witnessed as teacher leaders participate in a variety of committees, Advisory Board, HSA, professional learning communities, and share acquired knowledge at faculty meetings.

Students understand that high expectations are the norm and are aware they will receive the support needed to meet these goals. The administration and faculty strive to identify student needs and select the best course of action for each student. The school Student Assistant Team meets weekly to evaluate at risk student progress and identify specific learning goals.

Student leadership at CHA is an important part of overall student achievement and all students are encouraged to practice skills necessary to foster leadership. Leadership responsibilities include participation at weekly Mass as lectors, cantors, and altar servers. Additionally, students participate in elections for Student Council, National Junior Honor Society, academic competitions, Math Counts, music, drama, various sports teams, daily announcements and communal prayer.

The parents of CHA are dedicated to the success of the school and its students. Parents share important leadership roles at CHA as members of the Advisory Board, Finance Council, and the Home and School Association. They also serve as classroom helpers, cafeteria monitors, and ambassadors of the school. Parents take an active role in extra-curricular activities such as sports teams, drama, and music. One of their most valued roles is their leadership in fundraising activities.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s):   Catholic

   Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?   Yes X   No

3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	$7265
1	$7265
2	$7265
3	$7265
4	$7265
5	$7265
6	$7265
7	$7265
8	$7265
9	$0
10	$0
11	$0
12	$0

4. What is the educational cost per student? $8387
   (School budget divided by enrollment)

5. What is the average financial aid per student? $2811

6. What percentage of the annual budget is devoted to   15%
   scholarship assistance and/or tuition reduction?

7. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   43%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: Math	**Test:** Performance Series (3 years) / Terra Nova III (2 years)
Grade: 3	**Edition/Publication Year:** N/A
Publisher: Scantron (3 years) / CTB/McGraw-Hill (2 years)	**Scores are reported here as:** Percentiles

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Mar	Mar
SCHOOL SCORES					
Average Score	79	82	87	82	76
Number of students tested	25	20	22	28	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores reported in 2013-2014 column are for the current year's fall scores 2014-2015. Therefore, all columns headings need to shift to the right to reflect the proper year of the data listed.

Subject: Math	**Test:** Performance Series (3 years) / Terra Nova III (2 years)
Grade: 4	**Edition/Publication Year:** N/A
Publisher: Scantron (3 years) / CTB/McGraw-Hill (2 years)	**Scores are reported here as:** Percentiles

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Mar	Mar
SCHOOL SCORES					
Average Score	81	69	56	59	84
Number of students tested	20	22	21	20	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores reported in 2013-2014 column are for the current year's fall scores 2014-2015. Therefore, all columns headings need to shift to the right to reflect the proper year of the data listed.

Subject: Math	**Test:** Performance Series (3 years) / Terra Nova III (2 years)
Grade: 5	**Edition/Publication Year:** N/A
Publisher: Scantron (3 years) / CTB/McGraw-Hill (2 years)	**Scores are reported here as:** Percentiles

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Mar	Mar
SCHOOL SCORES					
Average Score	77	75	81	79	77
Number of students tested	24	18	23	23	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores reported in 2013-2014 column are for the current year's fall scores 2014-2015. Therefore, all columns headings need to shift to the right to reflect the proper year of the data listed.

Subject: Math	**Test:** Performance Series (3 years) / Terra Nova III (2 years)
Grade: 6	**Edition/Publication Year:** N/A
Publisher: Scantron (3 years) / CTB/McGraw-Hill (2 years)	**Scores are reported here as:** Percentiles

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Mar	Mar
SCHOOL SCORES					
Average Score	70	72	75	83	80
Number of students tested	22	20	19	23	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores reported in 2013-2014 column are for the current year's fall scores 2014-2015. Therefore, all columns headings need to shift to the right to reflect the proper year of the data listed.

Subject: Math	**Test:** Performance Series (3 years) / Terra Nova III (2 years)
Grade: 7	**Edition/Publication Year:** N/A
Publisher: Scantron (3 years) / CTB/McGraw-Hill (2 years)	**Scores are reported here as:** Percentiles

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Mar	Mar
SCHOOL SCORES					
Average Score	80	69	87	87	93
Number of students tested	22	20	19	23	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores reported in 2013-2014 column are for the current year's fall scores 2014-2015. Therefore, all columns headings need to shift to the right to reflect the proper year of the data listed.

Subject: Math	**Test:** Performance Series (3 years) / Terra Nova III (2 years)
Grade: 8	**Edition/Publication Year:** N/A
Publisher: Scantron (3 years) / CTB/McGraw-Hill (2 years)	**Scores are reported here as:** Percentiles

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Mar	Mar
SCHOOL SCORES					
Average Score	78	83	87	91	86
Number of students tested	18	18	22	24	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores reported in 2013-2014 column are for the current year's fall scores 2014-2015. Therefore, all columns headings need to shift to the right to reflect the proper year of the data listed.

Subject: Reading/ELA	**Test:** Performance Series (3 years) / Terra Nova III (2 years)
Grade: 3	**Edition/Publication Year:** N/A
Publisher: Scantron (3 years) / CTB/McGraw-Hill (2 years)	**Scores are reported here as:** Percentiles

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Mar	Mar
SCHOOL SCORES					
Average Score	78	77	79	83	80
Number of students tested	25	20	22	28	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores reported in 2013-2014 column are for the current year's fall scores 2014-2015. Therefore, all columns headings need to shift to the right to reflect the proper year of the data listed.

Subject: Reading/ELA	**Test:** Performance Series (3 years) / Terra Nova III (2 years)
Grade: 4	**Edition/Publication Year:** N/A
Publisher: Scantron (3 years) / CTB/McGraw-Hill (2 years)	**Scores are reported here as:** Percentiles

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Mar	Mar
SCHOOL SCORES					
Average Score	83	74	77	71	84
Number of students tested	20	22	21	20	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores reported in 2013-2014 column are for the current year's fall scores 2014-2015. Therefore, all columns headings need to shift to the right to reflect the proper year of the data listed.

Subject: Reading/ELA			**Test:** Performance Series (3 years) / Terra Nova III (2 years)		
Grade: 5			**Edition/Publication Year:** N/A		
Publisher: Scantron (3 years) / CTB/McGraw-Hill (2 years)			**Scores are reported here as:** Percentiles		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Mar	Mar
SCHOOL SCORES					
Average Score	78	75	64	75	75
Number of students tested	24	18	23	23	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores reported in 2013-2014 column are for the current year's fall scores 2014-2015. Therefore, all columns headings need to shift to the right to reflect the proper year of the data listed.

Subject: Reading/ELA	**Test:** Performance Series (3 years) / Terra Nova III (2 years)
Grade: 6	**Edition/Publication Year:** N/A
Publisher: Scantron (3 years) / CTB/McGraw-Hill (2 years)	**Scores are reported here as:** Percentiles

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Mar	Mar
SCHOOL SCORES					
Average Score	76	63	70	82	83
Number of students tested	22	20	19	23	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores reported in 2013-2014 column are for the current year's fall scores 2014-2015. Therefore, all columns headings need to shift to the right to reflect the proper year of the data listed.

Subject: Reading/ELA	**Test:** Performance Series (3 years) / Terra Nova III (2 years)
Grade: 7	**Edition/Publication Year:** N/A
Publisher: Scantron (3 years) / CTB/McGraw-Hill (2 years)	**Scores are reported here as:** Percentiles

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Mar	Mar
SCHOOL SCORES					
Average Score	77	76	86	82	89
Number of students tested	20	19	18	23	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores reported in 2013-2014 column are for the current year's fall scores 2014-2015. Therefore, all columns headings need to shift to the right to reflect the proper year of the data listed.

Subject: Reading/ELA	Test: Performance Series (3 years) / Terra Nova III (2 years)
Grade: 8	**Edition/Publication Year:** N/A
Publisher: Scantron (3 years) / CTB/McGraw-Hill (2 years)	**Scores are reported here as:** Percentiles

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Mar	Mar
SCHOOL SCORES					
Average Score	91	83	90	90	84
Number of students tested	18	18	22	24	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores reported in 2013-2014 column are for the current year's fall scores 2014-2015. Therefore, all columns headings need to shift to the right to reflect the proper year of the data listed.