

PART I - ELIGIBILITY CERTIFICATION

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

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

Elementary schools
 Middle schools
 Junior high schools
 High schools
 Other

N/A TOTAL

2. District Per Pupil Expenditure: N/A

Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

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

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

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

N/A If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	132	-	132
2				10	141	-	141
3				11	121	-	121
4				12	122	-	122
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							516

*[Throughout the document, round numbers 1 or higher to the nearest whole number.
Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>97</u> | % White |
| <u>1</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>.8</u> | % Asian/Pacific Islander |
| <u>.2</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3 %

[This rate should be 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 until the end of the year	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	480
(5)	Total transferred students in row (3) divided by total students in row (4)	.027
(6)	Amount in row (5) multiplied by 100	2.7

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:
9. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 5

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0%
2 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.

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

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

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	3	1
Classroom teachers	<u>29</u>	<u>4</u>
Special resource teachers/specialists	2	4
Paraprofessionals	0	20
Support staff	1	6
Total number	35	35

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1
 13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	98 %	98 %	98 %	98 %	98 %
Daily teacher attendance	99 %	99 %	99 %	98 %	99 %
Teacher turnover rate	5 %	17 %	10 %	17%	11 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	.8 %	1 %	.7 %	.6 %	.6 %

Higher teacher turnover rate was a result of budget cuts over two years and family circumstances of individual teachers.

14. (***High Schools Only. Delete if not used.***)

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>94</u>	%
Enrolled in a 4-year college or university	<u>94</u>	%
Enrolled in a community college	<u>4</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>1</u>	%
Military service	<u>1</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Covington Catholic High School is located in Park Hills, Kentucky – a suburb of Cincinnati, Ohio. It is the only all-male high school in Northern Kentucky and one of five in the state. Covington Catholic High School's mission is to educate young men spiritually, academically, physically, and socially. The school's philosophy is based on the following five core beliefs:

1. The belief in a respect for self and others based upon a Catholic faith that recognizes every individual is of supreme value.
2. The belief in a curriculum that offers meaningful experiences for students of all academic abilities.
3. The belief in enriching of the human spirit through cultural exposure, community service, and a school-wide religious atmosphere.
4. The belief in creating awareness in students to not discriminate and to make moral judgments in an often non-Christian world.
5. The belief that today's youth must be educated to resist the destructive nature of alcohol and drug abuse.

Covington Catholic High School's comprehensive curriculum offers Advanced Placement and Honors courses for its highest academic track. The overall college preparation program representing the largest segment of the student body offers a variety of classes to meet its students' needs, and it is driven by the pre-college curriculum utilized by most colleges and universities and the state of Kentucky. General level classes are offered to provide an academic foundation to students who need extra individualized instruction and assistance. An Academic Support Program exists for students with documented learning disabilities.

In addition to four years of religious education, the Religion Department incorporates the faith and beliefs of the Catholic Church in numerous ways. For instance, the Community Service Program provides students with opportunities to become actively involved in the service of those in need, thereby fostering an appreciation for a Christian life of service. A minimum commitment of fifteen hours of service is required of each student each year.

The fine arts program is an integral part of Covington Catholic High School. It produces, in collaboration with its sister high school Notre Dame Academy, a fall and spring play and a coed chamber choir and band. It also has a 60 student all-male chorus. In visual art, students can earn up to five credits.

Covington Catholic High School's faculty averages over 21 years of teaching experience. Twenty-seven faculty members (82%) serve as coaches and/or moderators of its teams and organizations. Furthermore, Covington Catholic High School competes interscholastically in eleven sports. The school also takes pride in operating a vastly successful intramural program. The program meets the interests of the students, and the participation in each intramural sport is exceptionally high.

Covington Catholic High School administers a comprehensive scholarship and financial assistance program that provides tuition assistance to students on the basis of demonstrated financial need as determined by Private School Aid Service (PSAS) – a third party tuition assistance source. Furthermore, the Alumni and Development Office accounts for 16% of the operating income for the school each year through various fundraising activities.

Covington Catholic High School is one of nine high schools in the Diocese of Covington. It is a district high school, and its boundaries are determined by the parishes it serves. A total of eight parishes and five elementary schools make up its district. It also accepts out-of-district and non-Catholic students at a higher tuition rate as required by the Diocese of Covington.

In 2003, Covington Catholic High School demolished its old school and opened a brand new state-of-the-art academic center. In its 81st year, Covington Catholic High School remains true to its mission of educating young men spiritually, academically, physically, and socially.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results

Covington Catholic High School uses national standardized tests to measure success and improvement. It does not participate in the state assessment system.

The test results from the ACT College Entrance Exam put Covington Catholic High School in the top ten percent of the high schools in the nation in reading and mathematics. The ACT is scored on a 1 - 36 scale. Covington Catholic High School's Class of 2007 had an average score of 25.00 in reading and 24.66 in mathematics. The Class of 2006 earned an average score of 24.48 in reading and 24.41 in mathematics. The following description is taken from the ACT website www.act.org. The ACT is a national college admission and placement examination, and is America's most widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. The tests emphasize reasoning, analysis, problem solving, and the integration of learning from various sources, as well as the application of these proficiencies to the kinds of tasks college students are expected to perform. The ACT is curriculum-based; not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what students have learned in high school courses in English, mathematics, and science. By finishing in the top ten percent of the high schools in the nation, Covington Catholic High School's results mean that its curriculum and teachers enable the students to excel both in high school and post secondary education.

All juniors take the Preliminary SAT®/National Merit Scholarship Qualifying Test. The following description is taken from the PSAT website www.collegeboard.com. It is a co-sponsored program by the College Board and National Merit Scholarship Corporation. It's a standardized test that provides firsthand practice for the SAT Reasoning Test™. It also gives a student the chance to enter the National Merit Scholarship Corporation (NMSC) scholarship program. The test measures critical reading skills, math problem-solving skills, and writing skills. It is scored on a scale of 20 – 80. Covington Catholic High School's scores show that its students scored above average for the skills assessed by the PSAT.

All sophomores take the PLAN. The following description is taken from the PLAN website www.act.org. The PLAN® program helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years. As a "pre-ACT" test, PLAN is a powerful predictor of success on the ACT. These curriculum-based tests cover the skills and knowledge that are commonly taught in the nation's schools and are judged to be important for success in both high school and college. The tests measure what students know and what they are able to do with their knowledge. It is scored from 1- 32. Again, Covington Catholic High School's PLAN results are above the national mean. These results support the curriculum that is offered to the students and the instructional methods utilized by the teachers at Covington Catholic High School.

In summation, Covington Catholic High School's standardized test results from the ACT, PSAT, and PLAN are evidence that its curriculum, student and school performance, efforts for improvement, instructional methods, and professional development program all cultivate high standards.

Using Assessment Results

Covington Catholic High School uses assessment data in a variety of ways to facilitate improvement. The High School Placement Test (HSPT) is used to assess student ability and to determine the placement of incoming students in English, mathematics, and science. Other standardized test scores including the EXPLORE, PLAN, PSAT, and ACT are shared with the faculty in faculty meetings and department meetings. In department meetings in particular, they are used to analyze three to five year trends as well as to determine areas of growth and to identify areas where improvement has been made. For example, as a result of analyzing PSAT scores, both the English and mathematics departments integrated more standardized test preparation into the curriculum. Additionally, these standardized test results are referenced when determining current student course placement and when a student requests to change levels in a course. These results are also shared with parents in bimonthly guidance meetings where the guidance counselor explains the scores in a group session. The goal of these meetings is to provide parents with information that will facilitate their understanding of their sons' strengths and areas of improvement.

Covington Catholic High School also uses assessment data from several surveys to facilitate improvement. For its SACS reaccreditation in 2005-2006, the school utilized NSSE surveys to identify the strengths and areas of improvement for the school as a whole. This survey was completed by each student, the faculty, the school board, and a sampling of parents and alumni. The results served as the foundation for the current school improvement plan. For individual courses, the school has implemented a course evaluation that is completed by every student for every course. The results are then used by the teacher of the course as well as the administration to improve instruction in those individual courses.

Communicating Assessment Results

Standardized test results are communicated in several ways. Within the first three weeks of school, the parents participate in "Partnership Night." On that night parents follow their son's schedule and attend each class for ten minutes. At that time the teachers review their syllabi, class expectations, and assessment procedures. At the midway point of each quarter starting with the first, the parents and students receive a mid-quarter progress report. Also, beginning with the first mid-quarter report, the grades are posted online and can be accessed by the student and parents with an identification number and password. A traditional report card is sent at the end of each quarter. Assessment results and data are also reviewed at two separate evening Parent/Teacher Conferences where parents make appointments with their sons' teachers. These conferences are in addition to numerous conferences and e-mails between the parent and teacher.

The Freshman/Sophomore Guidance Counselor conducts bimonthly meetings with parents of the freshman and sophomore students. At these evening meetings, the counselor reviews the results of the EXPLORE, PLAN, and PSAT results as they become available. Both counselors utilize group counseling to review standardized test results with students. Class time is set aside for explanation, discussion, and questions. Students are also invited to see the counselors individually for further analysis. During College Application Night, our Junior/Senior Guidance Counselor explains assessment data to seniors and does the same for juniors at Road to College Night. Each year assessment data is reviewed at various faculty meetings throughout the year. Student performance is also presented in Covington Catholic High School's school profile, annual marketing brochure, and various press releases. At the annual Open House, prospective students are informed of the data, and the website celebrates accomplishment for the entire learning community and beyond.

Sharing Success

Covington Catholic High School's success is communicated in many ways. The principal meets with the district grade school principals individually three times a year to share successful pedagogical techniques. One meeting specifically reviews the High School Placement Test (HSPT) results of the elementary school's eighth graders, and they discuss ways to improve and/or continue their success. Additionally, the principal has spoken about the school's accomplishments at the faculty meetings of four of the district elementary schools. Monthly diocesan principals' meetings are held to discuss the successes of the high schools and various educational topics. The principal has also spoken at the Diocesan New Teacher Orientation two of the past three years to share successful strategies and results.

The faculty has met with the faculty of its sister school, Notre Dame Academy, during teacher in-service days to discuss within departments the successes of both schools. Monthly department meetings are conducted so that departments may share achievement, set direction, and address concerns.

Covington Catholic High School also hosts college students seeking practicum hours or student teaching placements for their education degree because the faculty is confident and the curriculum is successful. Covington Catholic High School has hosted students from Northern Kentucky University, Thomas More College, and Xavier University. These students communicate the school's accomplishments to others. Covington Catholic High School also hosted a diocesan-wide in-service on technology in the summer of 2006.

Many media outlets are drawn on to share Covington Catholic High School's achievements. The academic accomplishments are sent to the district grade schools and to all of the district parishes to be published in their parish bulletins. Additionally, the school's website promotes various academic successes along with a quarterly parent newsletter. Press releases to the general media are also distributed by the media relations office. On occasion, school officials have been interviewed on local educational television programs.

PART V – CURRICULUM AND INSTRUCTION

Curriculum

A pre-college curriculum is utilized at Covington Catholic High School. This curriculum includes a four-year program in English, science, German or Spanish, a five-credit sequence in mathematics, a four-year social studies offering, business class offerings and fine arts electives. Students are required to earn 26 credits in order to graduate including four credits in English; three credits in mathematics; four credits in religion; three credits in science; three credits in social studies; one credit in visual/performing arts; one credit in health/physical education and seven electives from any area. As part of the pre-college curriculum, students are required to earn two foreign language credits in German, Latin, or Spanish as part of their core curriculum.

In each academic discipline, students are offered a pre-college curriculum that meets their needs and fulfills the graduation requirements of the state of Kentucky. The English curriculum consists of four years of core classes offered for each academic track: General, Academic and Honors/Advanced Placement. Advanced Placement courses are offered during junior and senior years. Electives include Creative Writing, Drama, Journalism I and II and Speech. The math curriculum requires that students earn credit in Algebra I, Algebra II, and Geometry. In addition, it is strongly encouraged that students attain a fourth or fifth year mathematics credit with options available such as Algebra III, Pre-Calculus, AP Calculus, Introduction to Computer Science, AP Computer Science, Fundamentals of Computer Programming, and Probability and Statistics. Religion is required all four years with a sequence of Christianity/Old Testament, Gospels/Sacraments, Church History/Social Justice, and Christian Morality/Christian Lifestyle. The science curriculum requires students to take Biology and Chemistry and offers juniors and seniors the options of Physical Science, Physics, AP Physics, Biology II, Chemistry II and Anatomy and Physiology during their junior and senior year. The social studies curriculum requires World Geography, World Civilizations and U.S. History or AP U.S. History. AP European History, American Politics and Government, Current Issues, Economics and Sociology are offered for students to meet the three social studies credits required for graduation.

Covington Catholic High School's art curriculum offers a five-credit sequence. An Art I through Art IV curriculum is the traditional sequence with an additional Specialized Art class. Specialized Art focuses on the creative process and explores sculpture, assemblage, and printmaking, and is offered at the senior level. The foreign language curriculum includes German, Latin, and Spanish. Latin is a two year course while honors level instruction is offered for third and fourth year German. Honors and AP instruction are offered for third and fourth year Spanish.

Covington Catholic High School's four-year-old state-of-the-art academic center provides science labs for different types of experiments such as dissection, chemical reactions, and group collaboration. Its 102 computer stations give it a ratio of one computer for approximately every five students. Students are often writing essays or conducting power point presentations for class in one of the labs. The addition of SMART boards to its Geometry classes has enabled its teachers to implement Geometry Sketch Pad and TI Smart View, and its history teachers now have unlimited access to maps with their SMART board. For foreign language instruction, its fully digital 30 station language lab allows students to work at their own pace both verbally and in workbooks, to experience varied assessments, and to converse with each other and the teacher through headsets. With two spacious art rooms and a hallway art display cabinet, Covington Catholic High School has "art rooms of creation" and the opportunity to display student work for the entire student body to appreciate. Moreover, student course evaluations are also administered for each class, thereby allowing students to help drive the curriculum and instruction.

English

Covington Catholic High School's English curriculum is a four-year sequential and vertical course of study: Literature and Language, World Literature, American Literature, and British Literature. Each level builds upon reading, writing, speaking, and listening skills with emphasis on the writing process. The curriculum is tracked into three levels: General, Academic, and Honors/Advanced Placement. Students are placed as freshmen, but flexibility is encouraged as students mature and their skills improve. Summer reading and writing as well as ancillary novels required of all students are selected to meet students' varied reading (or grade) levels and abilities. The writing process emphasizes the development of skills necessary for successful college writing and includes exposition, comparison/contrast, persuasion, and personal essays from a critical perspective but also permits personal expression. The freshman and sophomore curriculum utilizes a sequential grammar workbook, and vocabulary programs have been developed for all four years. Elective opportunities include: Speech, Journalism I & II, Creative Writing, and Drama.

Incoming freshmen reading below grade level are encouraged to participate in our Summer Transition and Enrichment Program (STEP) and are not scheduled for a foreign language freshman year. These students are placed in General English to develop better fundamental language skills where individual reading comprehension and writing skills are emphasized. Techniques such as guided reading questions, context clues, read-note-mark, and vocabulary workbooks are used for ability-specific instruction at a pace suited for the ability level. The general level course is not designed as a permanent placement although it is available all four years.

In addition, an Academic Support Program class is offered to students who read below grade level and have documented learning disabilities. Some techniques used to improve reading skills in this class include books on tape/compact disc, flash cards, small group/one-on-one reading, teacher/student created study guides, and instructional software.

Additional Curriculum Area

The Fine Arts Department is an integral part of Covington Catholic High School and its mission to educate young men spiritually, academically, physically, and socially. With five Art classes, Band, Advanced Band, Art of the Film, Chorus, Advanced Chorus, and Music Appreciation, Covington Catholic High School's spectrum of fine arts classes meets the needs of each of its students.

The Art classes are sequential and begin with Art I. A student can receive five art credits by taking Art IV Honors and Specialized Art simultaneously as a senior. Covington Catholic High School has experienced great success sending aspiring artists to the universities of their choice. Band teaches fundamentals of standard band instrumental music, while Advanced Band students serve as the primary instrumental performing group where students are expected to perform at several different venues. Art of the Film involves the rudiments of film making, as well as the artistic effects of film for all genres while Music Appreciation is a survey of various types of music. In Chorus, the ensemble performs vocal music of various styles and periods, and students participate in several concerts. Advanced Chorus tackles advanced traditional and modern music with many performance opportunities beyond those of Chorus. In addition, a Chamber Choir comprising of Covington Catholic High School and Notre Dame Academy students practices outside of school hours and performs at various school and community venues.

Each of Covington Catholic High School's fine art classes touches upon all four aspects of its mission. Its Catholic identity is fostered in the music, art, and film by its teachers and students. Academically, grades are received as well as life-long learning. Physically, these courses draw upon one or all of the five senses in addition to physical movement. Socially, each class requires interaction and collaboration among the students and instructor.

Instructional Methods

As a school that accepts all student applicants regardless of ability, Covington Catholic High School recognizes that students learn in multiple ways. In addition to lecture and discussion, its faculty members utilize many other methods to help students realize their potential. The use of technology, for example, has provided the teachers innovative ways to reach their students. SMART boards are utilized in the math and social studies departments. In U.S. History, the teacher recently used his notes, audiovisual clips and websites to provide a more in-depth understanding of a battle during the Civil War. In Geometry class, the teacher incorporates Geometry Sketchpad and TI Smart View with her SMART board to explain mathematical concepts. The school possesses a digital language lab that allows foreign language students to listen to audio files, to access the on-line textbook and to speak and listen to each other and the instructor in the appropriate language. In Physics, the instructor has a student response system that enables him to gauge the students' understanding of concepts and test their knowledge of the subject matter in real time.

Another avenue often explored by the teachers involves student-centered instruction. Recent projects in the Creative Writing, Biology II and Spanish II classes allowed students to serve as teachers. The Creative Writing students created and acted out short stories for elementary school students, the Spanish students organized a Spanish language festival for several elementary schools, and the Biology II students hosted elementary students who came to Covington Catholic High School to learn about various animals that are housed in the biology room including a tarantula, a python and an iguana.

The use of individual and group projects including research projects, group videos, and speeches, is common in all classes during the semester and is also used as an option for the semester and final exams.

Professional Development

Professional development is vital to Covington Catholic High School's forward-thinking approach towards education. As a result, a positive and meaningful philosophy drives the professional development choices. For instance, the focus of its required two day in-service this year was school law – a very pertinent issue. Last year, the topic was bullying. In addition, in-service opportunities with Notre Dame Academy have enabled the teachers to share ideas on these relevant issues and to discuss best teaching strategies for specific departments.

Technology also drives Covington Catholic High School's professional development. The school's technologically savvy teachers as well as outside speakers make presentations at in-services and cover information such as electronic mail, United Streaming, SMART boards, electronic grade books, online grades, etc.

New teachers are required to attend an additional three days of in-service - two for Covington Catholic High School and one for the diocese. Each new teacher is issued a lap top computer, so one day is spent becoming familiar with our school technology. The other day involves acclimation to the school, the faculty handbook, expectations of the administration, and a meeting with the department chairperson. In Kentucky, new teachers are required to pass the year-long Kentucky Teacher Internship Program (KTIP) which is overseen by the administration and a teacher mentor. In addition, for individual teachers the school provides \$500 a year for professional development. Since the state of Kentucky requires teachers to obtain a Masters degree within ten years of certification, many times the money is earmarked for continuing education. It also sends teachers to Advanced Placement day and week-long workshops and to writing workshops.

Knowing student and teacher rights, combating bullying, discussing teaching strategies, incorporating technology into instruction, continuing education and attending workshops, and being mentored as a new teacher are some of the examples of how our professional development program impacts student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): National Catholic Educational Association (NCEA) / Kentucky Non-Public Schools Commission / Southern Association of Colleges and Schools Council on School Accreditation and Improvement (SACSCASI)
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No _____
3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>K</u>	\$ <u>1st</u>	\$ <u>2nd</u>	\$ <u>3rd</u>	\$ <u>4th</u>	\$ <u>5th</u>
\$ <u>6th</u>	\$ <u>7th</u>	\$ <u>8th</u>	\$ <u>5,490</u>	\$ <u>5,490</u>	\$ <u>5,490</u>
12 th	Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$ 6,580
5. What is the average financial aid per student? \$ 3,120
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 6 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 11 %

PART VII - ASSESSMENT RESULTS

Subject: Reading Grade: 12

Test: ACT

Edition/Publication Year: 2006, 2005, 2004

Publisher: ACT

Scores are reported here as (check one): NCEs _____ Scaled scores X Percentiles_____

	2006-2007	2005-2006	2004-2005
Testing month	n/a	n/a	n/a
SCHOOL SCORES			
*Total Score	25.0	24.48	23.75
Number of students tested	116	94	106
Percent of total students tested	95	100	96
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)	n/a	n/a	n/a
Number of students tested			
2. _____ (specify subgroup)	n/a	n/a	n.a
Number of students tested			

*ACT scores from multiple testing dates.

SCALE SCORE AT 90TH PERCENTILE 2005-06	24.4
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Subject: Math Grade: 12

Test: ACT

Edition/Publication Year: 2006, 2005, 2004

Publisher: ACT

Scores are reported here as (check one): NCEs _____ Scaled scores X Percentiles_____

	2006-2007	2005-2006	2004-2005
Testing month	n/a	n/a	n/a
SCHOOL SCORES			
*Total Score	24.66	24.41	22.96
Number of students tested	116	94	106
Percent of total students tested	95	100	96
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)	n/a	n/a	n/a
Number of students tested			
2. _____ (specify subgroup)	n/a	n/a	n/a
Number of students tested			

*ACT scores from multiple testing dates

SCALE SCORE AT 90TH PERCENTILE 2005-06	24.0
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Subject: Critical Reading Grade: 11
 Test: PSAT

Edition/Publication Year: 2006, 2005, 2004
 Publisher: College Board

Scores are reported here as (check one): NCEs _____ Scaled scores X Percentiles _____

	2006-2007	2005-2006	2004-2005
Testing month	Oct.	Oct.	Oct.
SCHOOL SCORES			
Total Score	51.3	52.1	49.4
Number of students tested	118	124	97
Percent of total students tested	99	99	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)	n/a	n/a	n/a
Number of students tested			
2. _____ (specify subgroup)	n/a	n/a	n/a
Number of students tested			

	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	Unavailable	47.5	47.6
NATIONAL STANDARD DEVIATION	Unavailable	10.9	10.9

Subject: Math Grade: 11
 Test: PSAT

Edition/Publication Year: 2006, 2005, 2004
 Publisher: College Board

Scores are reported here as (check one): NCEs _____ Scaled scores X Percentiles _____

	2006-2007	2005-2006	2004-2005
Testing month	n/a	n/a	n/a
SCHOOL SCORES			
Total Score	53.3	55.5	54.3
Number of students tested	118	124	97
Percent of total students tested	99	99	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)	n/a	n/a	n/a
Number of students tested			
2. _____ (specify subgroup)	n/a	n/a	n/a
Number of students tested			
Number of students tested			

	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	Unavailable	49.2	49.3
NATIONAL STANDARD DEVIATION	Unavailable	11.3	11.3

Subject: Reading Grade: 10

Test: PLAN

Edition/Publication Year: 2005, 2004, 2003

Publisher: ACT

Scores are reported here as (check one): NCEs _____ Scaled scores X Percentiles _____

	2005-2006	2004-2005	2003-2004
Testing month	Nov.	Nov.	Nov.
SCHOOL SCORES			
Total Score	18.8	19.2	18.0
Number of students tested	118	132	107
Percent of total students tested	99	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)	n/a	n/a	n/a
Number of students tested			
2. _____ (specify subgroup)	n/a	n/a	n/a
Number of students tested			

	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	15.8	15.8	15.8
NATIONAL STANDARD DEVIATION	4.5	4.5	4.5

Subject: Math Grade: 10

Test: PLAN

Edition/Publication Year: 2005, 2004, 2003

Publisher: ACT

Scores are reported here as (check one): NCEs _____ Scaled scores X Percentiles _____

	2005-2006	2004-2005	2003-2004
Testing month	Nov.	Nov.	Nov.
SCHOOL SCORES			
Total Score	20.0	21.4	19.5
Number of students tested	118	132	107
Percent of total students tested	99	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)	n/a	n/a	n/a
Number of students tested			
2. _____ (specify subgroup)	n/a	n/a	n/a
Number of students tested			

	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	16.3	16.3	16.3
NATIONAL STANDARD DEVIATION	3.8	3.8	3.8