

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

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

Official School Name Covington Latin School (As it should appear in the official records)

School Mailing Address 21 East Eleventh St. (If address is P.O. Box, also include street address)

Covington Kentucky 41011-3196 City State Zip Code+4 (9 digits total)

Tel. (859) 291-7044 Fax (859) 291-1939

Website/URL http://covingtonlatin.org Email headmaster@covingtonlatin.org

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

(Principal's Signature) Date

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

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

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

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

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mr. Joseph U. Meyer (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART II - DEMOGRAPHIC DATA

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

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

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

SCHOOL (To be completed by all schools)

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

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

4. 1 Number of years the principal has been in her/his position at this school.
 1 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8	30	13	43
2				9	40	13	53
3				10	30	11	41
4				11	18	13	31
5				12	23	9	32
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							205

6. Racial/ethnic composition of the students in the school:
- | | |
|----|----------------------------------|
| 97 | % White |
| 01 | % Black or African American |
| 02 | % Hispanic or Latino |
| 00 | % Asian/Pacific Islander |
| 00 | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 4 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	177
(5)	Subtotal in row (3) divided by total in row (4)	.04
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: _____

Specify languages:

9. Students eligible for free/reduced-priced meals: 9.7 %

20 Total Number Students Who Qualify

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

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

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

- | | |
|--|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Orthopedic Impairment |
| <input type="checkbox"/> Deafness | <input type="checkbox"/> Other Health Impaired |
| <input type="checkbox"/> Deaf-Blindness | <input type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Speech or Language Impairment |
| <input type="checkbox"/> Mental Retardation | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Multiple Disabilities | <input type="checkbox"/> Visual Impairment Including Blindness |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>2</u>
Classroom teachers	<u>17</u>	<u>3</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>5</u>	<u>4</u>
Total number	<u>23</u>	<u>9</u>

12. Student-“classroom teacher” ratio: 14/1

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97%	98%	98%	95%	97%
Daily teacher attendance	99%	99.5%	99%	99%	99.5%
Teacher turnover rate	11%	12%	17%	17%	6%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	3%	2%	11%	5%	5%

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

Graduating class size	32
Enrolled in a 4-year college or university	100 %
Enrolled in a community college	0 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Covington Latin School, in Covington, Kentucky is a Catholic, accelerated, coed, college-prep school founded within the Diocese of Covington in 1923. It is centrally located in downtown Covington, providing easy access for students living throughout the northern Kentucky and southern Ohio region. The school currently serves 205 students in grades 8 to 12. Students are admitted according to results of an entrance exam and typically skip the 7th and 8th grades, most moving directly into the high school program. At Covington Latin students engage in a rigorous curriculum, which includes the opportunity to take eleven advanced placement courses. Students are generally high achievers. They have won awards in many disciplines including foreign languages, science, English, and oratory. Over the past ten years, 99% of students have gone on to college, with between 75% and 95% each year typically receiving some scholarship award.

The Covington Latin School has as its central goal the formation of Christian leaders. To achieve this goal, Covington Latin couples a challenging academic preparation with a strong program in religious education both in formal religion classes and in the students' active involvement in the school's faith community. Through its academic and religious education programs, Covington Latin School fosters the development of personal integrity while emphasizing the use of each student's unique gifts for the service of God through service to one's fellow and community.

The school is committed to a strong college preparatory program emphasizing academic achievement in an environment that encourages personal responsibility and self-discipline within the Catholic tradition of education. Covington Latin School is founded on the principle of preparing students for an active, productive life, a life centered on the love of God and respect for others and for self. The school challenges its students to achieve their greatest level of spiritual, intellectual, and social development.

In addition, in support of the school's strong belief in well-rounded development, CLS provides many divergent extra-curricular activities including a democratically elected Student Council, a Junior/Senior year Christian Service Program, a Yearbook and Newspaper staff, Drama, Academic Team, Chess Club, CLEF Biking Club, Venture Crew, Interact Club, Literary Guild, Chorus, etc. Covington Latin School is a member of the Kentucky High School Athletic Association and participates in soccer, basketball, golf, tennis, cross country, track, swimming, softball, baseball, and volleyball.

Eighteen full-time and two part-time teachers fulfill all of the educational and administrative roles of Covington Latin School. Seventy-two percent hold a master's degree or higher. Sixty-seven percent have over fifteen years of experience. Many of these teachers have been at the Latin School for most of their careers.

Excluding the most recent four years' graduates, roughly forty percent of the school's alumni actively financially support the school, with many continuing to chose to send their children here as well.

The student body is currently sixty-nine percent male, thirty-one percent female. Just over three-quarters of the students are Catholic. Seventy-seven percent are from northern Kentucky, the rest from southern Ohio. Typically thirty to forty percent receive tuition assistance from the school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Question 2

Assessment data channels through the Guidance Counselor's office. All testing data from The PLAN (given to sophomores), the PSAT (given to sophomores and juniors) and the ACT and SAT (taken by juniors and seniors as needed and desired for college admission), is gathered and a testing profile of each class compiled. The test results from those profiles are examined to give insight into strengths or weaknesses in the curriculum. For example, test results from the PLAN recently gave indication that students' knowledge in the area of the arts could be improved. Increased emphasis on the arts and creativity has subsequently been addressed both in Covington Latin's Southern Association of Colleges and Schools school improvement plans and in recent strategic planning initiatives.

Another form of assessment data Covington Latin makes use of is Advanced Placement test results. These are used to evaluate the effectiveness of our AP curriculum, and specifically to look at strengths and weaknesses in style and content within specific classes.

Question 3

Assessment of student performance, both in terms of internal school class performance and in regards to formal, standardized assessment models is transmitted to families in numerous ways at Covington Latin.

At the midpoint of each academic quarter, advisories are sent to parents for any student who is in danger of failing a class. This advisory period is followed within about a week with a formal parent conference night at which parents may meet with individual teachers to discuss their child's performance. In addition, if a student is on the school's ineligible list for more than one week consecutively, notification is sent to the parent and an Individual Learning Plan worked out with the counselor to attempt to address the student's performance needs. At midpoint of the fourth quarter advisories are sent to all students indicating their current grade and performance. Constant phone and e-mail contact with parents in cases of student difficulty is also strongly encouraged.

Standardized test assessment data which come through the school include PLAN, PSAT, ACT and SAT results. In each case the school counselor reviews the results and then transmits them to families via the student. Parents are notified by letter and at parent meetings that these results are forthcoming. Parents then can, and do, consult with the school counselor regarding interpretation of these scores.

Question 4

Covington Latin has recently been recognized by the SPICE program, that is, Special Programs In Catholic Education, a program co-sponsored by Boston College and the National Catholic Education Association. Covington Latin was recognized for its unique accelerated approach to dealing with academically gifted and talented young people. As part of this program Latin School representatives gave presentations on accelerated education, and are scheduled to do so again at the NCEA national conference to be held in St. Louis this April. This kind of sharing of our approach is something we welcome, as those close to the school feel strongly that this is an area in which much more can and should be done.

The expansion of programs and services for gifted and talented students is vital, and Covington Latin has long accepted a leadership position in that field within our community. In the past Covington Latin administrators have, for instance, taken an active role in the formation and operation of Exploremore, a weekend enhancement program for gifted and talented grade school students in the Northern Kentucky area.

PART V – CURRICULUM AND INSTRUCTION

Question 1

The Covington Latin School curriculum in all areas meets or exceeds the requirements of the state of Kentucky, as well as the Southern Association of Colleges and Schools, the two bodies through which the school is accredited. The following are Covington Latin graduation requirements:

- 4 credits in Foreign Language (Latin and/or German)
- 4 credits in Math (Algebra I and II, Geometry and Trigonometry, Calculus or PreCalc)
- 4 credits in English
- 3 credits in Science (Biology, Chemistry, Physics – all laboratory classes)
- 3 credits in History (Western Civilization I and II, American History)
- 4 credits in Religion
- 1 credit in Health/P.E.
- 1 credit in Fine Arts (half credit Freshman Fine Arts and half credit Senior Esthetics)
- 1 Credit in Speech (one quarter credit each year)
- .5 credit in Study Skills
- 1 credit in Senior Electives (AP European History, American Govt., Economics, AP Biology)

In addition to these requirements a student must complete the following:

1. Pass the Senior language Oral Exam, or, upon failure of the Oral, pass a written makeup exam.
2. Present a Senior research paper deemed acceptable by the Senior English Instructor and the Instructor of the class for which the paper has been written.
3. Attend and participate in the Senior Retreat.
4. Complete required number of service hours

All students are required to take Latin in freshman and sophomore years. Following sophomore year they may opt to continue for a four year Latin progression, or to take a two-year German progression during junior and senior years. At the end of sophomore year, students also opt either to take a half-credit Drama class in junior year, or a quarter-credit Speech class. Juniors may also elect to take an Advanced Placement course in American History, and Latin III is an AP course as well.

Seniors have numerous curricular options, and may enroll in AP classes including Latin IV, Calculus, Biology, English Composition, English Literature, European History, and Physics. The average number of AP courses taken by a senior is three, with some taking as many as five, and each senior at least taking one of the AP English courses.

Eligible students may also take credited classes in Band (available to forms Prep – IV), Art (Forms II – IV), or Greek (Forms III- IV). These classes meet in the place of scheduled study halls and/or after school.

The PrepYear, or 8th grade curriculum is a set curriculum. All students take English (5 periods per week), Reading (4), Religion (4), Pre-Algebra (5), Social Studies (4), Science (5), Health and Physical Education (3), Fine Arts (2) and Study Skills (1).

Question 2

Covington Latin School's language arts program is designed to promote communication excellence and analytical thinking. We believe that leaders must understand their environment through examination of evidence, and that they must be able to communicate their insights clearly and effectively.

To accomplish these goals, we have a tightly structured program in writing skills and analytical reading. To inculcate these skills, projects in as many learning modalities as possible are presented, but at no time does the program lose sight of the obvious: to become an excellent writer, one must write and be exposed

to outstanding writing.

Our students begin in either their prep (eighth grade) or freshman year with an intense preparation in the mechanics of grammar. This is reinforced by the Latin class which is also required of all freshmen. Together with this is solid instruction in interpretive reading through all rhetorical genre.

Sophomore year takes the students into the crafting of effective paragraph structures and a solid evidentiary process in essay writing. During this year, the interpretive reading skills are maintained and reinforced.

Junior year sees the students maintain and enlarge upon the rhetorical skills presented in sophomore year and a more intense level of critical thinking in document analysis.

In senior year, logic is studied formally together with an increased emphasis on analytical writing. The senior year culminates in the presentation of a minimum ten page thesis driven research paper which stands as an independent graduation requirement. Throughout the four years, this paper is offered as a reason that each new rhetorical and analytical skill must be mastered.

Question 3

Covington Latin School offers its students the foundations of the English language and western civilization by providing courses in Latin, German, and Greek.

All students must take at least two years of Latin. Here they reinforce what they learn in their English classes—the essentials of grammar and basic sentence structure. Latin is particularly good for this because it is an inflected language, i.e. the endings of the words show their function in the sentence. By studying Latin, students may also improve their English vocabulary, since so many English words are derived from Latin. By studying Latin, students have learned the basis for ALL of the Romance languages. Because Latin I and II also include a study of the culture and mythology of the Romans and Greeks, students see the similarities and connections to their own modern world. This also fosters an understanding of allusions they will meet throughout their study of literature. Latin is really very interdisciplinary; Latin classes often have math, science, history, religion, and English in them.

Students beginning their Junior year may decide to continue the study of Latin. Both Latin III and Latin IV are Advanced Placement courses, offering students the opportunity to earn college credit. Students read the literature of Cicero, Catullus, and Vergil, putting to good use the vocabulary and rules of grammar they learned in their first two years. These classes once again mirror their English courses in both content and style. In both Latin and English, students learn how to analyze and discuss literature. They study figures of speech and rhetorical styles, all while advancing their knowledge of Greco-Roman civilization.

Students continuing Latin may also opt to study Ancient Greek for one or two years. Again, they study an inflected language different from, but related to Latin. Greek, too, has given English many words, particularly in the sciences. By studying Greek, students further their knowledge of the ancient world in a way that supports their study of Latin and modern culture.

Beginning with their Junior year, students may instead choose to take German. Though many English words come from Latin, it is still a Germanic language. By choosing to study German, students have the opportunity to communicate in a modern language. They continue studying an inflected language, but must demonstrate oral and listening proficiency as well.

Seniors must pass an oral examination in either Latin or German as an independent graduation requirement. The most significant indicator of the success of the language department is not the number of awards students have won on regional, state and national competitions, but the number of students who continue their study of language at the collegiate level.

Question 4

Teachers at Covington Latin utilize a wide range of instructional methods. Individual classroom teachers utilize methodology running from classic lecture, intensive compositional and creative writing, and public presentation to required Powerpoint presentations, choral singing in language classes and the production of plays and skits.

Moreover, however, the curriculum builds in opportunities for further creative approaches. For instance, standing elements of the freshman Ancient and Medieval History curriculum are what we call Ancient Day and Middle Ages Day. On these days the entire school day is devoted to study of these periods, and students must produce a project of some sort, be it a sculpture, painting, stained-glass window, etc., that relates to the particular period. In addition they must create a costume from the period. In addition, the school has recently adopted a Whole School Project structure in which the students choose a theme for a year, and as teachers work that theme into their lessons throughout the year, student again find their own creative approach to the theme. This year students produced projects running from sculptures and painting through musical performance and computer websites pertaining to the theme.

The curriculum also builds in a requirement of public speaking classes, with a public performance before the school or general community a required element.

For student having difficulties, the school also builds in special systems. A weekly tutorial period is built into the school week, in which teachers may assign students to act as tutors to assist classmates who may be struggling. Also, an after-school Mentor Center allows struggling student to receive assistance from teachers or other volunteer students.

Question 5

Covington Latin strongly advocates its teachers receiving ongoing education and training. That support falls into three main forms. First, Covington Latin has long had a policy of paying half of tuition for all coursework at local colleges and universities. This policy is not restricted simply to achieving a certification necessary for the school, but applies to all coursework, working from the philosophy that the better rounded and educated a teacher becomes, the more effective he or she can be. In the past term, five out of the eighteen teachers and administrators were taking coursework with school financial assistance. Over half of the current teaching faculty have used this policy to help further their education and improve their educational effectiveness.

Secondly, the school actively supports teachers' participation in workshops and symposia, generally paying all expenses related to the teacher's attendance. This, in fact, has been a point of particular emphasis on the part of the school's board of advisors.

Thirdly, the school sponsors in-house in-service programs. This year the school has organized two technology workshops for teachers, the first on PowerPoint technology, and the second on a new grade book program that the school is implementing. A workshop on multiple learning styles has also been discussed.

As stated above, Covington Latin works from the philosophy that a well trained and well educated faculty most effectively helps to achieve high levels of learning in students.

ASSESSMENT DATA: MATH

Grade: 12th

Test: ACT Math

Edition: Varies by year

Publisher: ACT, Inc.

One student in each class for which data is supplied chose only to take the SAT.

Scores are ACT scaled scores.

	2001-2002	2000-2001	1999-2000
Testing month	Varies	Varies	Varies
SCHOOL SCORES			
Total score	27.7	26.5	28
Number of students tested	29	30	34
% of total students tested	96.7	96.8	97.1
Number excluded	1	1	1
% of students excluded	3.3	3.2	2.9

The following information was taken from the ACT, Inc website.

	2001-2002	2000-2001	1999-2000
NATIONAL SCORES			
Total score	20.6	20.7	20.7
STANDARD DEVIATIONS			
Total Standard Deviation	5	5	5

ASSESSMENT DATA: READING

Grade: 12th

Test: ACT Reading

Edition: Varies by year

Publisher: ACT, Inc.

One student in each class for which data is supplied chose only to take the SAT.

Scores are ACT scaled scores.

	2001-2002	2000-2001	1999-2000
Testing month	Varies	Varies	Varies
SCHOOL SCORES			
Total score	27.1	28.1	28.2
Number of students tested	29	30	34
% of total students tested	96.7	96.8	97.1
Number excluded	1	1	1
% of students excluded	3.3	3.2	2.9

The following information was taken from the ACT, Inc website.

	2001-2002	2000-2001	1999-2000
NATIONAL SCORES			
Total score	21.1	21.3	21.4
STANDARD DEVIATIONS			
Total Standard Deviation	6.1	6	6.1