

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mrs. Jeanne B. Flowers
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Saint Albert the Great School
(As it should appear in the official records)

School Mailing Address 1395 Girard Drive
(If address is P.O. Box, also include street address)

Louisville KY 40222-6642
City State Zip Code+4 (9 digits total)

Tel. (502) 425-1804 Fax (502) 394-9896

Website/URL www.stalbert.org E-mail medjeanne@aol.com

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 _____

Name of Superintendent* Ms. Leisa Speer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Louisville Tel. (502) 448-8581

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. Michael Kleine-Kracht
(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 _____

**Private 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 certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2003-2004 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 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the 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 (Briefly explain)
 _____ 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. 6 Years Number of years the principal has been in her/his position at this school.
 _____ 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 | 35 | 38 | 73 | 7 | 32 | 28 | 60 |
| 1 | 33 | 43 | 76 | 8 | 27 | 32 | 59 |
| 2 | 47 | 39 | 76 | 9 | | | |
| 3 | 39 | 30 | 69 | 10 | | | |
| 4 | 37 | 44 | 81 | 11 | | | |
| 5 | 34 | 40 | 74 | 12 | | | |
| 6 | 40 | 41 | 81 | Other | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 649 |

The third seventh grade class will be added in 2004-2005

The third eighth grade class will be added in 2005-2006

6. Racial/ethnic composition of the students in the school: 98.0 % White
1.2 % Black or African American
0.8 % Hispanic or Latino
_____ % Asian/Pacific Islander
_____ % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 1.75 %

(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. | 4 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 7 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 11 |
| (4) | Total number of students in the school as of October 1 | 628 |
| (5) | Subtotal in row (3) divided by total in row (4) | .0175 |
| (6) | Amount in row (5) multiplied by 100 | 1.75 |

8. Limited English Proficient students in the school: 0.2 %
1 Total Number Limited English Proficient

Number of languages represented: 4

Specify languages: Spanish, Swahili, American Sign Language, French

9. Students eligible for free/reduced-priced meals: 0.6 %

4 Total Number Students Who Qualify

If this method does not produce 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: 9.2 %
60 Total Number of Students Served

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

| | |
|---------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>29</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>11</u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u>4</u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u>16</u> Multiple Disabilities | <u> </u> 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>2</u> | <u>0</u> |
| Classroom teachers | <u>25</u> | <u>0</u> |
| Special resource teachers/specialists | <u>6</u> | <u>4</u> |
| Paraprofessionals | <u>7</u> | <u>10</u> |
| Support staff | <u>12</u> | <u>0</u> |
| Total number | <u>52</u> | <u>14</u> |

12. Average school student-“classroom teacher” ratio: 25.9/1

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.)

| | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98.7% | 95.2% | 96% | 97.2% | 96.7% |
| Daily teacher attendance | 90.3%* | 95.9% | 95.9% | 96.1% | 96.4% |
| Teacher turnover rate | 18%** | 5.6% | 8.6% | 12% | 12.5% |
| Student dropout rate | | | | | |
| Student drop-off rate | | | | | |

*Teacher attendance due to maternity leave

**Teacher turnover due to retirements and spouses' job relocations

PART III - SUMMARY

What a great place to learn! The mission of St. Albert the Great School is to prepare students to be socially responsible people with strong beliefs, traditions and values; to guide students to respect their diversity; and to challenge them to excel academically and grow spiritually.

Come with us on a virtual tour of our spacious campus and glimpse the magic that occurs here everyday.

Just outside the newly renovated administrative offices are the offices of the counselor and resource teacher. Mrs. Conliffe helps Dominic, a special needs student, organize his notes. Mrs. Whatley greets two students seeking her trusted guidance on a typical pre-teen issue. The appetizing aromas of a nutritionally balanced meal escape from our full-service cafeteria.

We proceed to the primary wing where students are involved in a host of engaging activities and observe a seamless flow of simultaneous events. Three first graders cooperatively work a jigsaw puzzle on the floor; individual students are reading at their desks; Sam practices math facts on the computer; a small group is clustered around Mrs. Barger as she patiently explains the story. A para educator points to a colorful word wall helping Alyssa with her word attack skills. Ms. French's students receive auditory and visual cues as they listen attentively to a lesson on plurals. The use of an audio amplifier to minimize peripheral noises allows Abby to focus. Each classroom has a library bursting with an abundance of books that appeals to students from the emergent to the advanced reader.

A creative hall bulletin board captures our attention. Amos, whose family emigrated from Nigeria, is currently featured as "STAR OF THE WEEK." "Accelerated Reader" bulletin boards celebrate student achievement, revealing steady progress toward individualized goals.

Just ahead in the new computer mini-lab, a small contingent from the student newspaper downloads images from the digital camera.

Peeking into a fourth grade classroom, we overhear Ally confidently report, "Massachusetts is famous for its cranberry crop," as Caroline holds their poster. The girls beam at Ms. Whaley's specific praise statement, "Good eye contact, voice quality, and content, girls." Across the hall, rosy-faced fifth graders are returning from the annual "Turkey Trot." A reward chart on the wall lists incentives such as lunch with the principal and extra computer time. A photo collage from last year's trip to the Wright Patterson Air Force Base in Dayton, Ohio heightens anticipation for this year's class trip. Sounds of Pachelbel come from Ms. Hileman's sixth grade where students are writing creatively in their journals. Characters from Agatha Christie's *And Then There Were None* hang outside a sixth grade language arts class that is studying this novel.

Passing by the Music room, we hear joyful sounds of "Fa, la, la, la, la," accompanied by the keyboard and bells. Mrs. Flowers, the principal, stops by to wish "Happy Birthday" to Mark.

"La ropa..." "La blusa..." "¡Muy bien, clase!" Unison responses from seventh graders learning new vocabulary are heard in Ms. Sherman's Spanish room.

We proceed to the newest addition, the junior high wing. Eighth graders are on the way to hear a guest speaker address hunger in Louisville. Paige and Andrew skillfully push Duncan in his wheelchair safely to his destination. In the science lab, Mrs. Eberle and two parent volunteers direct the students as they conduct their leaf investigations.

Finally, we come to the library resource area. In the hallway, youngsters are shopping for bargains at the used book sale today. To their right is a glass cabinet encasing a red, white, and blue banner made by students to commemorate the victims of the "9/11" tragedy. Inside, kindergarteners use "Kid-Pix" software to "paint" Thanksgiving turkeys. Eager listeners are seated in the cozy, carpeted reading corner as Mrs. Neal reads a favorite folktale.

Our campus tour is complete. Is it any wonder that the school brochure boasts, "St. Albert the Great students see the invisible, feel the intangible and achieve the impossible?" What a great place to learn!

PART IV/1

St. Albert the Great School uses the TerraNova, 2nd Edition standardized test published by CTB/MacGraw-Hill. The TerraNova, a basic skills assessment, is administered annually to every student in grades kindergarten through seven. Each student in grades three, five, and seven additionally takes the CAT Complete Battery (*In View*) to determine his or her aptitude or Cognitive Skills Index (CSI). The CSI is then used to anticipate the level of student achievement as measured by the TerraNova. Any significant discrepancy between the obtained and anticipated scores is indicated. The test data provide a breakdown of specific skills and objectives within each content area. This information, along with the entire battery, allows the school to tailor the curriculum and instructional methods to the specific needs of the student population.

St. Albert students historically perform at the high end of the spectrum on standardized tests. The most recent test results indicate that the Terra Nova Mean (average) Normal Curve Equivalent (MNCE) scores are equal to or better than ninety students out of one hundred who took this particular test last year. The Normal Curve Equivalents are based on an equal-interval scale. This enables us to make comparisons with other standardized achievement tests. New students may bring records showing results from tests other than the Terra Nova. Using the MNCE helps to determine initial placement for these students.

Furthermore, our students consistently obtain and frequently exceed the anticipated levels of achievement as indicated by cognitive scores. Our students are able to perform beyond their expected potential because of the high degree of dedication and commitment of the St. Albert community to the success of each individual student. At St. Albert, our teachers provide the students with the necessary tools that allow them to surpass expectations and excel academically.

Terra Nova assessment results are also used to strengthen our mathematics program. Seventh grade students scoring in the 95 percentile on the Terra Nova are automatically considered for the Archdiocesan Algebra Program the following year. Students in the lower grades are selectively placed in a math class using a formula that includes these assessment results. Math classes are homogeneously grouped which provides students with the advantage of working with others who have similarly identified strengths and weaknesses and instructors who tailor the curriculum to meet those needs.

In addition to the Terra Nova standardized test battery administered to each student annually, primary students in grades one through three are assessed in reading every six weeks through the use of the Rigby PM Benchmark Guide to Running Records. This assessment tool assists the teachers in charting the progress of individual students, recognizing skills that need to be strengthened, identifying students in need of special reading instruction, and communicating a total picture of the reader from grade to grade and teacher to teacher.

Students in grades K-6 are continually assessed in reading through “Accelerated Reader”, an individualized reading program. Students are individually assessed through STAR, a computerized test that determines their reading levels. A goal is then set for each student based on his or her assessment. Students read books at, or just slightly above, their assessed reading level, causing a gradual but measurable acceleration in reading comprehension. Students take computerized quizzes upon completion of each book to verify that comprehension is taking place. Students receive points toward their goals for each book completed. Various rewards and incentives are awarded for attaining set goals. Last year, 92% of the students reached their goals and 40% exceeded their goals. Within the next two years, the “Accelerated Reader” program will be expanded to include grades 7 and 8.

PART IV/2

Through an analysis of the TerraNova test data, the administration and faculty identify specific strengths and possible areas of concern. The curriculum needs, as identified through the data, are considered as textbooks are adopted and materials are purchased. Teachers, under the supervision of the principal, are able to stress particular targeted skills through careful lesson planning and instruction.

Another important use of test data involves identifying and placing students in classes and activities that are suited to their aptitudes. The use of standardized assessment scores serves to reinforce the observations and evaluations of classroom teachers.

St. Albert students are grouped according to ability for the study of math, allowing an individualized approach. Currently, 24% of our students qualify to take high school credit Algebra during their eighth grade year. Likewise, students whose test scores indicate the need for math remediation are placed in classes specifically designed to meet their special needs.

Reading scores are carefully scrutinized for the placement of students in appropriate reading programs. An emphasis on ability grouping in the primary grades builds a solid foundation in preparation for heterogeneous grouping in the upper grades. Reading Recovery, a remedial program, is offered to students in grades one and two. This program is implemented under the direction of two specialized reading instructors. In grades two and three, identified students receive small group instruction from a resource teacher to supplement the regular reading program. As reflected in assessment data, there are no non-readers beyond grade one.

Students identified through assessment data as gifted and talented are challenged in their core curriculum studies.

An important utilization of the standardized test score data is the identification of "at risk" learners with special learning needs. An individualized plan (504 Plan) is written under the direction of the Resource Teacher.

PART IV/3

Communication between student, teacher, and parent is an essential component of the St. Albert philosophy. Specific dates are allocated in the academic calendar for three parent-teacher-student conferences per year. Parents are provided with detailed, computerized reports of their child's progress. Conference attendance is consistently 99 to 100%.

Parents receive quarterly progress reports. Grades are stored and generated by "Grade Quick" software that makes it possible for the administration and teachers to have ready access to a child's overall academic profile at any time. Tests and rubrics are sent home for parent signature. Mid-quarter deficiency reports are issued. Parents receive personal notes and phone calls. Additional parent-teacher conferences are set up if needed.

At any time, a parent may request "Grade Quick" printouts detailing their child's performance in any subject area.

Annually, parents receive a detailed report of their child's performance on the standardized TerraNova and Cat tests.

Graded papers, returned to students, often include written explanations as well as numerical or letter grades. Major projects and portfolio assignments are scored with rubrics that specify each aspect of the evaluation. Teachers are available to students for consultation before and after school and during class.

The principal's monthly newsletter, "Great News" and the weekly parish bulletin, applaud our students' achievements. The larger community can learn of our successes through our web page. Articles have appeared in Louisville's *Courier Journal*, the St. Matthews *Voice* and the Archdiocesan *Record*. St. Albert students have, also, been profiled on local news channels.

Visitors to the school see the hallways adorned with proud displays of student work. Christmas programs, Quick Recall matches, spelling bees, art contests, choir recitals, Science Olympiad, student newspaper, Book Bee and Academic Fair name only a fraction of the ways our students showcase their many talents.

PART IV/4

St. Albert communicates its successes with other schools in several ways. Our staff meets annually with five other regional schools in our school system. Teachers are able to collaborate with teachers from these schools and exchange ideas. Our principal attends monthly meetings with other principals in our school system allowing an exchange of information and ideas. Many of our teachers attend monthly curriculum meetings with teachers from other schools in an effort to share ideas. Quarterly, the school Media Specialist and Technology Coordinator meet with their Archdiocesan counterparts. St. Albert teachers and administrators hold memberships in a wide array of professional associations. The internet is another avenue our teachers utilize to exchange ideas with professionals from other schools.

Our school has paired itself with another school in our system, and has made an effort to share resources with them. Students from both schools have worked together, in conjunction with Catholic Charities, on a joint service project that assisted immigrant families.

Our students have multiple opportunities for interaction with students from other schools throughout the state. Such opportunities include Kentucky United Nations Assembly (KUNA), Governor's Cup, Quick Recall, and Students Engaged in Enriching Knowledge (SEEK). These experiences allow our students to not only share their successes with other schools but to also teach and learn.

Our students have communicated internationally with Spanish-speaking pen pals. This communication consisted of written letters, electronic mail, and video postcards. Students learned an appreciation of another culture while becoming more proficient in the use of a foreign language.

Part V/1

St. Albert follows the curriculum guidelines set by the Archdiocese of Louisville and meets the standards for accreditation set by the Kentucky Department of Education.

It is the goal of our language arts program that our students read, write, and speak effectively. Reading comprehension at the literal, interpretive, and evaluative levels is emphasized. Students are encouraged to develop the habit of reading for pleasure. Students use the writing process to develop narrative, descriptive, persuasive, and expository pieces. Proper rules of spelling, grammar, punctuation and writing mechanics are taught.

Our mathematics curriculum stresses the understanding of number relationships and application of mathematical concepts to real life situations. Students master basic facts and also learn appropriate use of calculators. Each grade level provides practice in basic computation and problems that require higher level reasoning. Students in all grades are taught the basic principles of geometry and pre-algebra. Upper grade students are taught algebra.

Our social studies curriculum includes the study of geography, history, economics, civics, and current events. Students are taught to make connections between the past and present. Critical thinking and discussion are encouraged. Students read and interpret maps, globes, charts, and graphs. Students learn the importance of good citizenship and community service. An appreciation of multicultural diversity is paramount in the curriculum.

In science classes, our students learn to observe, investigate, and understand the world around them. Through use of the scientific method they learn to collect, organize, and analyze data, to hypothesize, and draw conclusions. Basic concepts are presented in an integrated approach that includes life, earth, physical science and ecology.

Students learn to read, write, and speak Spanish and to appreciate Spanish culture. It is our goal to prepare our students to live in a world where many languages are spoken.

The computer curriculum components consist of: keyboarding; beginning and advanced word-processing; spreadsheet design, usage, and formulas; PowerPoint presentations; and the ethical use of technological resources. The students become adept at using multiple directories and disks to store and retrieve files. Students learn to transfer their skills to new technologies.

The physical education and health curriculum includes exercise, games, organized sports, dancing, and health. Activities target and develop strength, coordination, and balance. Good sportsmanship and teambuilding are promoted. Special events such as "Jump Rope for Heart" involve the wider community.

Choral singing is taught with an emphasis on rhythm, harmony, tone, and pitch. Students are instructed in the use of instruments such as hand bells, recorders, and Orff instruments. Music appreciation is fostered.

Students learn to appreciate and create art. Artistic expression is developed through a variety of mediums. Basic principles of shape, color, perspective, design, and art appreciation are taught. Students develop the vocabulary and skills needed to critique and write about art.

Our media curriculum introduces students to an array of quality children's literature. Students are instructed in the use of the computerized card catalog and how to locate information using a table of contents, index, and glossary, periodicals, the internet and reference materials.

Our students learn to live Christian lives rooted in the foundations of our Catholic faith. Stressing tolerance and understanding of all religions, the religion curriculum places particular emphasis on peace and justice issues and promotes service to others.

All our teachers are aware that these areas overlap and, therefore, strive to develop lessons that teach across the curriculum.

PART V/2

An intensive reading program in the early years is crucial to future success. Individual needs are addressed at a very early age. Teachers in grades K-3 use a holistic, total language approach. A school-adopted language arts series provides every student in K-5 with an anthology of stories. Teachers use stories related to a single theme to develop comprehension, spelling, vocabulary, phonics, and decoding skills. New vocabulary words generated by students are displayed on "word walls" in primary classrooms. Primary students also create personal word files called "word boxes." Teachers use the "word walls" and "word boxes" to teach sentence structure, alphabetizing, capitalization, punctuation, and other language arts skills.

The adopted reading series is supplemented by phonics books in grades K-3; vocabulary and spelling books in grades 3-8; and English books in grades 3-8.

Several benefits are derived from using a "literature-based" approach in intermediate grades. Students are exposed to whole works of quality literature rather than abridged selections. Guided reading through an entire novel provides the opportunity for sustained comprehension of connected chapters. The use of novels also allows for an in-depth interpretation of plot, theme, characters, and style. Furthermore, we believe that the "literature-based" approach in the intermediate grades contributes to the student's love of reading for the reluctant reader as well as the avid reader.

Grades 6-8 use the "literature-based" approach, spanning five genres: short story; nonfiction (biography, autobiography, and essays); drama; poetry; and myths, legends, and folk tales. The adopted textbook series allows for both a genre-based and theme-based approach to selections. The series uses a total language approach that provides for the development of vocabulary and spelling; comprehension and critical thinking; reading strategies; literary focus; grammar skills; and writing opportunities. The series also has a strong humanities component. The use of classroom sets of novels continues to be an essential component of the "literature-based" approach in grades 6-8.

PART V/3

All students in grades K-8 receive regular instruction in Spanish. The goals of the program are the acquisition of a second language and the appreciation and better understanding of the Spanish culture. The school has adopted a comprehensive Level 1 program for grades seven and eight along with an introductory program for grade six. Adopted materials include textbooks, workbooks, audio and video support, and assessments. Spanish-English dictionaries have also been purchased.

Students in kindergarten through fifth grade receive Spanish instruction one day a week. Their

curriculum includes age-appropriate activities that introduce them to vocabulary, simple phrases, pronunciation, and simple sentences.

Sixth grade students receive instruction twice a week; seventh grade students attend class four days a week; eighth grade students study the language five days a week. The upper grade curriculum focuses on all of the skills acquired in a regular Spanish 1 class—pronunciation, vocabulary development, decoding and encoding skills, Spanish grammar and syntax, oral and written expression, culture appreciation, and general knowledge and history of Spanish speaking countries.

The study of a foreign language reinforces English grammar skills, as well as oral and written expression in English. The middle school classroom is alive visually with authentic realia from a variety of Spanish-speaking countries, current events, and samples of student work in the target language.

The commitment to the Spanish program reflects the mission statement of St. Albert the Great. Our program celebrates cultural diversity and fosters respect of all cultures and peoples. In recognizing the changing make-up of the American population, our students are prepared to interact in a society that is becoming more and more bilingual.

PART V/4

All teachers at St. Albert are committed to the belief that every child can learn and be successful. Lesson plans are designed with student diversity in mind. We teach to each learning modality: kinesthetic, auditory, and visual. We incorporate review and re-teaching into our plans. Students with diagnosed learning disabilities are accommodated. We build enrichment opportunities into each lesson for those students who are ready to go beyond the scope of the basic lesson objective.

The “hands on” approach allows the young learner to manipulate materials and explore ideas. Children work in teacher made learning centers that spark their curiosity and allow them to learn at their own pace. The use of learning centers continues throughout the primary grades. Each room has a class library that provides independent reading opportunities to the students throughout the day. Art, music, and drama are incorporated into lessons. Games and activities reinforce skills. Peer tutoring and small group work allow students to interact and learn from one another. Each classroom has a computer and software to reinforce basic skills.

Core concepts in upper grade classrooms may be presented in lecture format; students are taught outlining and note-taking skills through this technique. During large group instruction, teachers and students interact freely in verbal questions and answers. Students are encouraged to think critically and to share their views in lively classroom discussions.

Small group cooperative learning is frequently used. Peer review and peer editing are part of the writing process. Teachers use educational audiotapes, videotapes, and computer software to supplement and reinforce concepts. Students have liberal access to the media center and computer labs for research.

Students in all grades keep math and writing portfolios that move with them from grade to grade. The portfolio process allows students to view their growth and provides for important self-reflection.

Field trips designed with specific educational objectives provide new arenas for student learning.

PART V/5

Professional development opportunities are utilized by the St. Albert faculty to enrich student classroom experience, broaden awareness of educational trends, and continue to nurture the whole child. These opportunities are provided by the Archdiocese of Louisville, Jefferson County Public Schools, national organizations of which the faculty are members, and a variety of other sources. Our teachers participate in Professional Development individually and as a faculty. Through constant communication between the administration, teachers and parents, specific needs are identified and professional development is planned to meet those needs.

Each year, faculty members are expected to complete thirty-six hours of Professional Development. St. Albert teachers frequently exceed that minimum. Teachers are provided \$120 to

participate in seminars they deem necessary to enhance their curriculum. This allows individual teachers to concentrate on areas they feel will improve student success.

Our faculty participates in a myriad of professional development sessions. Most recently these have included, but have not been limited to, LOTI, Richard Lavoie seminars, Child Abuse Identification programs, Renaissance Learning Accelerated Reader workshops, Hands-On Equations Workshop through NCTM, and the Laptop/Projector/Wireless Access Point Professional Development.

Professional development seminars and workshops provide teachers with new tools, skills, and ideas to use in the classroom and thereby impact student achievement. As teachers increase their technology skills, they are able to comfortably integrate them into their lessons. Keeping up to date on the latest research allows teachers to address the auditory, kinesthetic, and visual learners in the classroom. Classroom management workshops give teachers new methods to create optimal learning environments. Teacher created materials at “hands on” workshops are brought back to the classrooms for student use. Learning to implement the “Accelerated Reader” program has led to gains in student comprehension.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): Archdiocese of Louisville, Kentucky Non-Public School Commission, Inc.
(Give primary religious or independent association only)

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

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|--------------------------------------|-------------------------------------|--|-------------------------------------|--------------------------------------|--------------------------------------|
| \$ <u> </u> K | \$ <u> </u> 1 st | \$ <u> </u> 2 nd | \$ <u> </u> 3 rd | \$ <u> </u> 4 th | \$ <u> </u> 5 th |
| \$ <u> </u> 6 th | \$ <u> </u> 7 th | \$ <u> </u> 8 th | \$ <u> </u> 9 th | \$ <u> </u> 10 th | \$ <u> </u> 11 th |
| \$ <u> </u> 12 th | \$ <u> </u> * Other | *Parish rate for one child: \$3450.00 Parish rate for two children: \$3850.00 Non-parish rate per child: \$4000.00 | | | |

2. What is the educational cost per student? \$ 2962.00
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ 1060.00
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 5 %

PART VII - ASSESSMENT RESULTS
ASSESSMENT DATA REFERENCED AGAINST
NATIONAL NORMS - WITHOUT SUBGROUPS

St. Albert the Great School

Terra Nova - The Second Edition
 CAT Complete Battery, 2000
 McGraw Hill Publishing Company

Scores are reported as Mean Normal Curve
 Equivalent.
 No students are excluded from the test.

| | 2002-2003 | 2001-2002 |
|----------------------------------|-----------|-----------|
| Testing Month | March | March |
| Grade 7 | | |
| Reading | 70.2 | 64.8 |
| Mathematics | 66.9 | 61.7 |
| Number of students tested | 59 | 58 |
| Percent of total students tested | 100% | 100% |
| Number of students excluded | 0 | 0 |
| Percent of students excluded | 0% | 0% |
| Grade 6 | | |
| Reading | 63.5 | 67.2 |
| Mathematics | 66.7 | 68.0 |
| Number of students tested | 60 | 60 |
| Percent of total students tested | 100% | 100% |
| Number of students excluded | 0 | 0 |
| Percent of students excluded | 0% | 0% |
| Grade 5 | | |
| Reading | 66.3 | 64.9 |
| Mathematics | 58.8 | 62.4 |
| Number of students tested | 79 | 54 |
| Percent of total students tested | 100% | 100% |
| Number of students excluded | 0 | 0 |
| Percent of students excluded | 0% | 0% |
| Grade 4 | | |
| Reading | 68.4 | 62.9 |
| Mathematics | 65.9 | 62.3 |
| Number of students tested | 71 | 79 |
| Percent of total students tested | 100% | 100% |

| | | |
|------------------------------|----|----|
| Number of students excluded | 0 | 0 |
| Percent of students excluded | 0% | 0% |

| | 2002-2003 | 2001-2002 |
|----------------------------------|-----------|-----------|
| Grade 3 | | |
| Reading | 62.1 | 66.8 |
| Mathematics | 68.2 | 68.4 |
| Number of students tested | 81 | 72 |
| Percent of total students tested | 100% | 100% |
| Number of students excluded | 0 | 0 |
| Percent of students excluded | 0% | 0% |
| Grade 2 | | |
| Reading | 66.8 | 66.3 |
| Mathematics | 68.1 | 63.7 |
| Number of students tested | 70 | 78 |
| Percent of total students tested | 100% | 100% |
| Number of students excluded | 0 | 0 |
| Percent of students excluded | 0% | 0% |
| Grade 1 | | |
| Reading | 65.4 | 65.4 |
| Mathematics | 66.4 | 68.8 |
| Number of students tested | 71 | 71 |
| Percent of total students tested | 100% | 100% |
| Number of students excluded | 0 | 0 |
| Percent of students excluded | 0% | 0% |
| Grade Kindergarten | | |
| Reading | 66.8 | 64.3 |
| Mathematics | 71.6 | 63.8 |
| Number of students tested | 75 | 71 |
| Percent of total students tested | 100% | 100% |
| Number of students excluded | 0 | 0 |
| Percent of students excluded | 0% | 0% |

PART VII - ASSESSMENT RESULTS (CONT)

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS - WITHOUT SUBGROUPS

St. Albert the Great School

California Achievement Test 5th Edition
CAT Complete Battery, 1991
McGraw Hill Publishing Company

Scores are reported as Mean Normal Curve
Equivalent.

No students are excluded from the test.

| | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|
| Testing Month | March | March | March |
| Grade 7 | | | |
| Reading | 63.9 | 63.5 | 61.8 |
| Mathematics | 65.0 | 70.1 | 66.9 |
| Number of students tested | 55 | 58 | 60 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0% | 0% | 0% |
| Grade 6 | | | |
| Reading | 64.1 | 61.7 | 63.8 |
| Mathematics | 63.8 | 69.2 | 73.4 |
| Number of students tested | 59 | 58 | 59 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0% | 0% | 0% |
| Grade 5 | | | |
| Reading | 64.1 | 61.4 | 60.9 |
| Mathematics | 69.4 | 61.2 | 64.0 |
| Number of students tested | 60 | 58 | 60 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0% | 0% | 0% |
| Grade 4 | | | |
| Reading | 62.4 | 68.5 | 61.6 |
| Mathematics | 71.6 | 76.2 | 64.2 |
| Number of students tested | 58 | 59 | 60 |

| | | | |
|----------------------------------|------|------|------|
| Percent of total students tested | 100% | 100% | 100% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0% | 0% | 0% |

| | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|
| Grade 3 | | | |
| Reading | 70.3 | 68.7 | 63.7 |
| Mathematics | 68.3 | 67.4 | 70.3 |
| Number of students tested | 75 | 56 | 60 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0% | 0% | 0% |
| Grade 2 | | | |
| Reading | 69.4 | 64.9 | 63.7 |
| Mathematics | 73.5 | 71.5 | 71.1 |
| Number of students tested | 72 | 74 | 58 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0% | 0% | 0% |
| Grade 1 | | | |
| Reading | 69.0 | 73.0 | 68.7 |
| Mathematics | 75.5 | 74.3 | 63.0 |
| Number of students tested | 79 | 72 | 73 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0% | 0% | 0% |

Kindergarten CAT complete battery testing began in 2001-2002.