

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

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

Official School Name Blessed Sacrament School  
(As it should appear in the official records)

School Mailing Address 2407 Dixie Hwy

Ft. Mitchell KY 41017-2936  
City State Zip Code+4 (9 digits total)

County Kenton State School Code Number\* N/A

Telephone ( 859 ) 331-3062 Fax ( 859 ) 331-7323

Web site/URL school.bssky.org/school E-mail mhannon@bssky.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 \_\_\_\_\_

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

District Name Diocese of Covington Tel. (859) 392-1533

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 Mrs. Mary Ann Stewart

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.

\_\_\_\_\_  
(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**

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  
 \_\_\_\_\_ 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. 4 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 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	34	31	65
K	22	22	44	8	33	35	68
1	36	38	74	9			
2	36	35	71	10			
3	30	25	55	11			
4	27	38	65	12			
5	27	38	65	Other			
6	32	43	75				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>582</b>

6. Racial/ethnic composition of the school: 99 % White  
.34 % Black or African American  
         % Hispanic or Latino  
.86 % Asian/Pacific Islander  
         % 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: .34 %

[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	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	582
(5)	Total transferred students in row (3) divided by total students in row (4)	.0034
(6)	Amount in row (5) multiplied by 100	.34

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
Number of languages represented: 1  
Specify languages: English

9. Students eligible for free/reduced-priced meals: 2 %  
Total number students who qualify: 11

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: 2%  
12 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.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>    </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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>    </u>
Classroom teachers	<u>23</u>	<u>4</u>
Special resource teachers/specialists	<u>6</u>	<u>7</u>
Paraprofessionals	<u>    </u>	<u>6</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>33</u>	<u>18</u>

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 23:1

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	99.5%	99.5%	98.5%	99.5%	97%
Daily teacher attendance	98.5%	99.5%	99.5%	99.5%	99.5%
Teacher turnover rate	11%	24%	0%	11%	13.5%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III – SUMMARY**

Blessed Sacrament School serves 582 children in kindergarten through eighth grades following the strong academic and faith filled tradition of Catholic education. The school is located in Ft. Mitchell, Kentucky, a suburb of Cincinnati, Ohio. Blessed Sacrament Parish and the Benedictine Sisters founded the school in 1921. The community takes great pride in its parish and school. In 1994, BSS received the National Blue Ribbon School Award. Pride in this award continues to drive excellence in education. Generation after generation of Blessed Sacrament families attend the school.

The mission statement of the school is visible each day as “we encourage spiritual growth, academic achievement, personal goal setting, and individual responsibility. Daily religion classes, prayer, weekly celebration of Mass, on-going service projects and individual requirements of service hours guide students in the tradition of Catholic faith. All students are encouraged to achieve high academic standards. Students are well prepared for high school and are awarded a high percentage of academic scholarships. Comprising less than 20% of the 2006 freshman classes, BSS eighth grade boys received 60% of the scholarships given by Covington Catholic High School while the eighth grade girls received 50% of the scholarships to Notre Dame Academy.

Our school-wide theme for 2006-2007 is *I Say Yes My Lord*. Students examine how they can say yes through their words and actions. The theme is expressed in our weekly Masses, prayers, on bulletin boards and in lessons. From our youngest children who are encouraged to look for ways to say yes as they include others, to our eighth graders who solicit donations for non-profit agencies during the Alternative Christmas, the entire community is embracing the theme. Recipients of service activities are local and global, including Ronald McDonald House, Madonna House, our parish Families in Need Program, and raising funds for victims of natural disasters. Students are working with teachers and parents, coming together in saying *Yes, My Lord*.

Technology is used in all areas of the curriculum. Each classroom is connected to the Internet. Document projectors and interactive whiteboards are used by teachers and students. The computer lab is equipped with 28 computers. It is used by each class weekly and may be reserved for additional time by classroom teachers. A mini-lab of 8 computers can also be reserved by teachers. Students are able to do virtual labs and our sixth graders communicate with students in London, England on projects and culture.

Blessed Sacrament students are offered a variety of enrichment opportunities. Each grade participates in a fine arts experience which is integrated with the core curriculum. Students in the upper grades may choose choir as their music class. Students in kindergarten, first, and second perform plays yearly. The eighth grade musical is the highlight of the spring. After school select choir, cantors and band classes are available. The Parent Auxiliary provides additional fine arts presentations and field trips for each grade. A two year grant from the Cincinnati Art Museum provides kindergarteners through third graders the opportunity to create art inspired by famous masters. A family tour of the art museum took place in December. In the spring, a fine arts festival will showcase students in the visual and performing arts. Field trips to the aquarium, museums, plays and outdoor education camps further enrich all areas of the curriculum along with presentations through the planetarium, zoo and the local historical society.

Blessed Sacrament School is fortunate in having a dedicated faculty and staff who receive the support of the parish and community in providing a foundation of faith and a love of learning to our students.

## **Part IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results**

BSS uses the second edition of the Terra Nova standardized tests in assessing the progress of students in grades 3, 5, 6, and 7. Achievement in reading, language arts, mathematics, science and social studies is evaluated. Students also take the In View, which assesses cognitive ability and is reported as the CSI (Cognitive Skills Indicator). The CSI can be compared to the Terra Nova results. The comparison indicates the level to which students are learning in relationship to their innate abilities. Significant differences in anticipated and obtained scores of individuals and/or classes may indicate above average success or below average achievement. The constant monitoring of the anticipated and obtained scores allows the administration and faculty to keep pace with the changing needs of students.

Normal Curve Equivalent (NCE) scores exemplify the success of BSS students in achieving at or above the 90<sup>th</sup> percentile of students across the country. In 2006, seventh graders qualified at the 90<sup>th</sup> percentile of National School Norms with a 66.2 in mathematics surpassing the required score of 64.1. In reading where a 65.8 was required, grade 7 achieved a 68.4, again qualifying in the top 90<sup>th</sup> percentile. Also, the reported scores indicate the seventh grade was above the qualifying percentile in both reading and math in 2004 and 2005.

For the past three years, results show grades 3 and 5 scoring in the 90<sup>th</sup> percentile in math and reading. Grade 6 scored in the 90<sup>th</sup> percentile in math over the same period and at or within two percentile points of the cut-off in reading.

When compared to the top 10% of national scores, BSS students scored between 90.9 and 98.2 in both reading and math. The correlation can be drawn that the brightest students are being challenged and are succeeding.

Student scores in the lowest 10% exceed national norms indicating those who struggle are finding academic success. In math seventh graders scored 48.6, and a 47.1 in reading. Sixth graders scored a 51.0 in math and a 48.5 in reading, while the fifth grades scored a 57.9 in math and a 62.8 in reading. The third grade scored a 48.5 in math and a 45.7 in reading.

As shown in the attached table, BSS students have solid scores on standardized tests showing consistency within instruction and achievement. Students score competitively among the schools of the diocese on these tests. The majority obtains or exceeds their anticipated scores. Where the obtained does not meet the anticipated score, the faculty and administration review total scores and item analysis information. Curriculum and student needs are reviewed and revisions made.

Each year academic scholarships are given to eighth graders entering diocesan high schools based on entrance examination scores. Proportionately, BSS students should receive 20% of the scholarships as five schools feed into the district high schools. In 2005, BSS eighth grade boys made up 18% of the incoming freshman class at the district all male high school yet received 60% of academic scholarships. BSS eighth grade girls made up 21% of incoming freshmen and were awarded 50% of scholarships given by the all female district high school. Since 2003, a total of 30 high school scholarships have been awarded to BSS students. These scholarships are further indicators of academic success.

Through differentiated instruction, students' needs are met and a love of learning has been fostered. Student success in academic contests is a further example of achievement. Consistently high expectations by the administration, a professional teaching staff, motivated students and concerned parents have contributed to the success of Blessed Sacrament School.

## **2. Using Assessment Results**

The primary reason for analyzing assessment results is to benefit student learning. Upon receiving test data, the administration and school counselor review the results. The analysis is presented to faculty where a discussion of strengths and weaknesses culminates with revisions in methods and curriculum. Within the past several years, changes as a result of scores have included a weekly math computation sheet in grades 1-8 for further skills practice. After review of the item analysis, students in grades 5-6 receive a weekly grammar practice sheet. Although not low in comparison to national or local percentiles, the items chosen for improvement were the weakest areas of BSS results. Individual student scores are used to determine placement in academic classes, and enrichment or remediation needs.

Trends in assessment results are integral in the realignment of curriculum and in textbook selection. For example, in 2002-2003, the language arts curriculum was revised and specific changes were made in the spelling program and requirements of the writing process. Through yearly review, an analysis of grammar skills, phonics, and spelling has modified these aspects of instruction. Saxon Phonics and Spelling has been added in grades K-2 and will expand to third grade in 2007-2008. Similar revision has taken place in math, science and social studies since 2003.

An Intervention Assistance Team which includes parents, students, teachers, specialists and administration serves those who struggle academically. Along with classroom evidence, anticipated and obtained scores on Terra Nova testing are used to determine if students are working up to individual potential. Strengths and weaknesses are determined and used in a plan to remediate areas of weakness.

Test results are also used as one of the criteria for accelerated math classes in grades 6-8 and accelerated language arts classes in grades 7-8.

## **3. Communicating Assessment Results**

The results of the Terra Nova Tests are sent home to parents with an explanation of how the school uses the test scores to improve individual student learning, curriculum and instruction. Upon request, the principal meets with families to discuss individual student scores.

This year, prior to standardized testing in March, two separate presentations on the Terra Nova tests will take place. The principal is organizing the first for administrators and counselors of the diocese as continuing education on standardized testing. The second is for BSS parents and will explain the importance of the tests, how to read results and showcase past BSS scores.

Students receive progress reports and report cards on a quarterly basis. Eight comprehensive reports are given to students and parents each year on a four and one half week rotation. Kindergartens through grade 6 have weekly folders of graded papers which are sent home and must be returned with parental signatures. Teachers communicate weekly with concerned parents by email, telephone or in-person conferencing. Parent-teacher-student conferences take place at the end of the first quarter.

Student academic success is honored at quarterly Celebrate Success assemblies for grades 5-8. Students who show responsible behavior throughout the quarter receive the *Staying on Track Award*. The *Academic Achievement Award* is given to students who receive a 93% average in religion, reading, language arts, math, science and social studies and have no lower than an 88% average in Spanish, art, music, and physical education. The *5% Award* is given for dramatic improvement across the curriculum when a 5% increase in overall average is achieved. This award is difficult to achieve yet a great honor. The assistant principal authored an article on Celebrate Success for the January/February 2004 issue of *Today's Catholic Teacher*.

#### **4. Sharing Success**

Successes in many areas are shared within the parish and local communities. An active public relations committee operates as a sub-committee of the school's Development Committee, part of the school board. The good news of Blessed Sacrament School is distributed to local and regional print media, radio and television stations. *Grandnews* and *Blessings* are published each year by the Development Committee informing grandparents of students and the local community of the school's current events.

Internally, the school hosts an informative website and offers the weekly newsletter in paper and electronic form. Former Blessed Sacrament high school honor roll students and National Merit Scholars are also published. The parish bulletin shares BSS success with parishioners.

The principal has planned local and national speakers on differentiated instruction for deanery workshops in 2004 and 2005. BSS teachers took a leadership role in a follow-up workshop in 2005. The principal was also on the 2005 planning committee for the diocesan in-service day and is currently planning a workshop for counselors and administrators on standardized testing. Elementary principals of the deanery meet bi-monthly sharing successes and concerns. This group meets twice per year with the district high school principals to review student achievement and discuss ways to improve student preparation for secondary school.

BSS educators share time and talent in a variety of ways. In both small group meetings and large faculty meetings, DI teacher leaders share methods and successes. Educators from the Diocese of Owensboro visited BSS to observe and confer with teachers on DI. A group of Fulbright scholars from Great Britain observed teachers and students in the fall of 2005. Ideas were exchanged on culture and education. The school counselor organizes and hosts regular meetings for diocesan counselors in consultation with Dr. Lon Kriner of Xavier University.

## **Part V – CURRICULUM AND INSTRUCTION**

**1. Curriculum** Blessed Sacrament School follows the guidelines established by the Diocese of Covington and the State of Kentucky. The school was successfully re-accredited through the Kentucky Non-Public Schools Commission in 2006. Catholic faith formation is integrated in all curriculum areas. Through work, play and study, students receive *values for a lifetime*.

Realizing the importance of the affective domain, programs are provided which create a caring, safe environment. Based upon the applied scientific research of Search Institute, an independent non-profit organization, 7-8 graders take part in bi-weekly discussions based on the *40 Developmental Assets*. Students begin the year with a leadership program through an outdoor education camp designed to provide individual challenges and team building skills.

As a Search Institute asset-building community, all students participate in anti-abuse, anti-drug, anti-bullying and physical safety programs. Eighteen extracurricular activities are available through the school and parish.

Resource teachers, math and reading specialists and teacher aides provide academic support. Parent volunteers are essential in learning centers and special projects.

**Religion** Religious instruction, prayer, sacramental preparation and participation are a part of daily life. Our theme, *I Say Yes My Lord*, drives activities designed to make students aware of how they can say yes to God. Students in grades 4-8 are required to do additional service hours outside of school projects. The Christian Student Award is given quarterly to students in grades 4-8 who have exhibited exceptional Christ-like behavior. Each year, the May Crowning Court is selected by the student body as examples of those who live as Christ has asked each day.

**Science** A hands-on approach to science is stressed. The scientific method is used beginning in the earliest grades. The school is equipped with a science lab that may be utilized by all classes. Teachers use demonstrations and labs. Health, earth, physical and life sciences are covered in a spiral manner. Classroom pets allow students to observe and study animal life. Students successfully participate in the Diocesan Science Competition.

**Social Studies** Social studies classes are designed to make history come alive. Using a wide variety of techniques such as role plays, research projects, field trips, and simulations, teachers are able to guide students in understanding the political, economical, social and cultural developments of the world. The social studies committee reevaluated the geography portion of the curriculum adding the in-depth study of specific continents in grades 5-8. Students in grades 6-8 participate in the National Geographic Geography Bee.

**Mathematics** Students develop number sense, mathematical reasoning, problem solving, computation skills, and the use of graphs and data. Manipulatives are an important aspect of the classroom. Accelerated classes are offered in grades 6-8 for those who qualify. Routinely, many of our eighth grade students are placed in advanced mathematics classes upon entering high school. Students in grades 6-8 participate on the Math Counts Team and the Governor's Cup Team.

**Spanish** Grades 1-3 learn Spanish through the video series, *Espanol Para Ti*, and with a Spanish teacher. Grades 5<sup>th</sup> -6<sup>th</sup> have Spanish twice weekly and 7<sup>th</sup> -8<sup>th</sup> graders meet three times. Spanish is taught year round in all grades and is graded in 5<sup>th</sup> -8<sup>th</sup>.

**Art/Music** All students participate in art and music classes. The history and concepts of each discipline are studied. Choir is a music choice in grades 5-7. Enrichment in the fine arts is offered through field trips, speakers and performances.

**Physical Education** A healthy life style and physical skills are stressed. The newest BSS grant is a walking program. Pedometers track miles as the school community walks miles equal to the perimeter of the contiguous United States.

## **2a. (Elementary Schools) Reading Curriculum**

Challenging each child to meet his/her potential is the goal of the reading program. Standardized test scores and teacher assessment are used in determining resources. Research based teaching methods differentiate instruction as needed. Mock trials, acting out plays and projects which incorporate multiple intelligences and student choice interest all readers.

The Houghton-Mifflin textbook series is used in grades 1-5 and the McDougal-Littell in grades 6-8. Grades 3-8 read approximately three novels per year in the classroom. Many of these are integrated with other curriculum areas. The sixth grade teachers work together as students read *Door in the Wall* when studying the Middle Ages. First and second graders use leveled chapter books, and many coordinate with thematic units. Kindergarteners practice age appropriate reading readiness skills and advanced readers use leveled books to increase skills. The reading specialist works with students (grades K-7) who have reading challenges. Advanced readers in kindergarten and first grade receive enrichment.

During library class, students study genres of literature, and library and research skills. Outside reading is encouraged daily through required leisure reading books and SSR. Book bag reports, literature circles, and book reviews are common. Summer reading is required and a correlating project is assigned by teachers at the beginning of the school year.

A firm knowledge base is established in grades K-2 through the Saxon Phonics and Spelling program. With these tools, student reading ability has risen and confidence has grown along with a love of reading. This program will expand to the third grade in 2007.

Yearly, our sixth grade students participate in the Book Fest at Northern Kentucky University. In the summer of 2006, the school won the Kenton County Summer Reading Competition for the most books read of any school in the county.

## **3. Language Arts**

Teachers use research based knowledge of differentiating instruction, and a firm grasp of content in bringing language arts to life for students. Standardized tests, teacher assessments and observation direct the varied methods used in the classroom.

Grammar activities become hands on as children re-arrange words on tiles or search for parts of speech in magazine and newspapers. The skills of creative writing are stretched after overused words are laid to rest in a school yard burial. Interactive whiteboards, document projectors, United Streaming and computers are an integral part of instruction. Sixth graders exchange ideas with British students through SKYPE which are then incorporated in writing assignments. Accelerated language arts classes in grades 7-8 challenge the gifted.

The language arts are integrated into all curriculum areas. Explaining the *how* and *why* behind an operation is part of the mathematics classroom. RAFTs (Role, Audience, Format, and Topic) are used in all disciplines, allowing students to role play, persuading the given audience of an argument.

Saxon Phonics and Spelling provide K-2 a solid base for writing. Spelling becomes more natural, and writing is enjoyable. Older students use the Rebecca Sitton Spelling program, a smooth transition because of similar pedagogy.

Writing portfolios exhibit student success with varied selections each year and may include personal narratives, poetry, short stories, and persuasive essays. Grades 1-6 write and illustrate books as part of the *Young Author* program.

Language arts teachers review the curriculum, tests scores, research within the discipline and curriculum objectives, yearly. A system for diagramming sentences by color, and a spiraling curriculum in writing and research were developed along with an increased emphasis on grammar skills.

Students are successful in the Diocesan Speech Contest, Right to Life Essay Contest and Governor's Cup. Yearbook and newspaper clubs provide writing opportunities for interested students.

#### **4. Instructional Methods**

Blessed Sacrament School is committed to the development and implementation of differentiated instruction in the classrooms as the primary method in meeting the learning needs of students. Making use of Sternberg's Theory, Gardner's Multiple Intelligence Theory and Bloom's Taxonomy, teachers structure classes considering the learning styles and varying abilities of students. An individual learning styles inventory is taken at the beginning of the year by each student. Results are shared with students and parents. These results, along with the results of the Sternberg Assessment and student generated interests, are recorded. Teachers use this information in designing projects and cooperative learning groups, and refer to them as needed in dealing with student concerns throughout the year. Teachers are encouraged to use multiple intelligence planners to ensure all of Gardner's intelligences are addressed.

Across curriculum areas, a variety of methods are employed. Integrating curriculum provides reinforcement of content as learning is linked together throughout the day. Tiered assignments challenge all levels of learners. Flexible groupings are based on pre-assessments, learning styles, ability and interests. Critical thinking and problem solving skills are emphasized as teachers serve as facilitators as well as instructors. Technology is a common tool within each classroom as teachers make use of United Streaming, document projectors, computers and interactive whiteboards.

BSS has developed an Intervention Assistance Team model to aid those students who struggle with learning. This model, based on the public school IEP, makes accommodations when necessary, and curriculum can be adjusted for those with more severe needs. Records follow the child allowing teachers to remain current with successful strategies used with these students.

Gifted students qualify for accelerated math (grades 6-8) and accelerated language arts (grades 7-8). The math specialist provides enrichment to grades K-5 and reading enrichment is provided in kindergarten and first grade.

#### **5. Professional Development**

In 2004, the faculty and administration made a five year commitment to improving instructional practice through differentiated instruction. For the past three years, a team of six to seven teachers along with the administration have attended either a national or regional summer conference on differentiation. A total of fourteen different educators have taken part. Throughout the year, these educators act as instructional leaders to the faculty, meeting every six weeks in small groups. A new method is presented each time then used in the classroom. In the follow-up meeting, teachers reflect and revise lessons which have been designed based on the best practices of educational research. Additionally, the team leaders make presentations at faculty meetings and have led group discussions at diocesan deanery meetings on differentiated instruction. This structured and unique approach has developed a motivated learning community among faculty dedicated to serving BSS students.

The principal has organized speakers for two professional in-service days for the deanery, including a workshop featuring two national speakers. A follow-up meeting to share the outcomes of the latter

workshop was also implemented. The principal was a member of the planning team for a diocesan-wide in-service on differentiated instruction by national speaker, Dr. Rick Wormeli.

In serving the needs of students, Terra Nova results and teacher assessments are reviewed and drive professional development in a variety of curriculum areas. Each teacher is required to attend one workshop during the year and may attend two. Teachers attend workshops in specific content areas, learning disabilities, the gifted or discipline.

The pride and enthusiasm that builds as a result of professional development ultimately benefits the children. The importance of this area is evident in its funding. The school budget, Parent Auxiliary and Title monies dedicate approximately \$12,500 per year to professional development.

## **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. Delete if not used.*

1. Private school association(s): The Kentucky Non-Public Schools Commission, Inc., NCEA, ASCD  
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>1,495</u> K	\$ <u>3,155</u> 1 <sup>st</sup>	\$ <u>3,155</u> 2 <sup>nd</sup>	\$ <u>3,155</u> 3 <sup>rd</sup>	\$ <u>3,155</u> 4 <sup>th</sup>	\$ <u>3,155</u> 5 <sup>th</sup>
\$ <u>3,155</u> 6 <sup>th</sup>	\$ <u>3,155</u> 7 <sup>th</sup>	\$ <u>3,155</u> 8 <sup>th</sup>	\$ _____ 9 <sup>th</sup>	\$ _____ 10 <sup>th</sup>	\$ _____ 11 <sup>th</sup>
\$ _____ 12 <sup>th</sup>	\$ _____ Other				

4. What is the educational cost per student? \$ 3,300  
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 900

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? \_\_\_\_\_ 1 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? \_\_\_\_\_ 3.5 %

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS Grade 3 Mathematics REFERENCED AGAINST NATIONAL NORMS

Subject Mathematics Grade 3 Test Terra Nova

Edition/Publication Year 2nd Edition / 2000 Publisher CTB McGraw Hill Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April		
<b>SCHOOL SCORES</b>					
Total Score	72.3	70.6	72.7		
Number of students tested	64	64	74		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS Grade 3 Reading**  
**REFERENCED AGAINST NATIONAL NORMS**

Subject Reading Grade 3 Test Terra Nova

Edition/Publication Year 2<sup>nd</sup> Edition / 2000 Publisher CTB McGraw Hill Publishing

Scores are reported here as (check one): NCE  Scaled scores  Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April		
<b>SCHOOL SCORES</b>					
Total Score	64.3	65.1	66.1		
Number of students tested	64	64	74		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS Grade 5 Mathematics**  
**REFERENCED AGAINST NATIONAL NORMS**

Subject Mathematics Grade 5 Test Terra Nova

Edition/Publication Year 2<sup>nd</sup> Edition / 2000 Publisher CTB McGraw Hill Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April		
<b>SCHOOL SCORES</b>					
Total Score	70.5	64.4	64.2		
Number of students tested	69	69	67		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS Grade 5 Reading**  
**REFERENCED AGAINST NATIONAL NORMS**

Subject Reading Grade 5 Test Terra Nova  
 Edition/Publication Year 2<sup>nd</sup> Edition / 2000 Publisher CTB McGraw Hill Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April		
<b>SCHOOL SCORES</b>					
Total Score	71.1	66.4	65.4		
Number of students tested	69	69	67		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS Grade 6 Mathematics**  
**REFERENCED AGAINST NATIONAL NORMS**

Subject Mathematics Grade 6 Test Terra Nova  
 Edition/Publication Year 2<sup>nd</sup> Edition / 2000 Publisher CTB McGraw Hill Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April		
<b>SCHOOL SCORES</b>					
Total Score	70.0	63.4	71.3		
Number of students tested	65	70	67		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS Grade 6 Reading**  
**REFERENCED AGAINST NATIONAL NORMS**

Subject Reading Grade 6 Test Terra Nova

Edition/Publication Year 2<sup>nd</sup> Edition / 2000 Publisher CTB McGraw Hill Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April		
<b>SCHOOL SCORES</b>					
Total Score	64	63.1	68		
Number of students tested	65	70	67		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS Grade 7 Mathematics**  
**REFERENCED AGAINST NATIONAL NORMS**

Subject Mathematics Grade 7 Test Terra Nova

Edition/Publication Year 2<sup>nd</sup> Edition / 2000 Publisher CTB McGraw Hill Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April		
<b>SCHOOL SCORES</b>					
Total Score	66.2	71.1	69.2		
Number of students tested	62	65	66		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**ASSESSMENTS Grade 7 Reading**  
**REFERENCED AGAINST NATIONAL NORMS**

Subject Reading Grade 7 Test Terra Nova

Edition/Publication Year 2<sup>nd</sup> Edition / 2000 Publisher CTB McGraw Hill Publishing

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April		
<b>SCHOOL SCORES</b>					
Total Score	68.4	72.7	69.8		
Number of students tested	62	65	66		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					