

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 Mr. John A. Richards
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Holy Trinity Parish School
(As it should appear in the official records)

School Mailing Address 423 Cherrywood Road
(If address is P.O. Box, also include street address.)

Louisville Kentucky 40207-2103
City State Zip Code+4 (9 digits total)

County Jefferson State School Code Number* N/A

Telephone (502) 897 - 2785 Fax (502) 896 - 0990

Web site/URL www.ht-school.org E-mail hts@ht-school.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.

Date _____
(Principal's Signature)

Name of Superintendent* Mrs. 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.

Date _____
(Superintendent's Signature)

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

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.

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

**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 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. 1 Number of years the principal has been in her/his position at this school.
 12 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	41	38	79
K	49	39	88		8	40	42	82
1	42	44	86		9			
2	52	36	88		10			
3	41	44	85		11			
4	42	34	76		12			
5	37	37	74		Other			
6	37	49	86					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								744

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

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| 99 | % White |
| .3 | % Black or African American |
| .5 | % Hispanic or Latino |
| .5 | % 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: 2 %

[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	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	750
(5)	Total transferred students in row (3) divided by total students in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

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

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 3

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: 3 %
 23 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> 0 </u> Autism	<u> 2 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 9 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 10 </u> Specific Learning Disability
<u> 0 </u> Emotional Disturbance	<u> 1 </u> Speech or Language Impairment
<u> 0 </u> Hearing Impairment	<u> 0 </u> Traumatic Brain Injury
<u> 0 </u> Mental Retardation	<u> 1 </u> Visual Impairment Including Blindness
<u> 0 </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> 4 </u>	<u> 0 </u>
Classroom teachers	<u> 26 </u>	<u> 5 </u>
Special resource teachers/specialists	<u> 6 </u>	<u> 2 </u>
Paraprofessionals	<u> 6 </u>	<u> 13 </u>
Support staff	<u> 3 </u>	<u> 9 </u>
Total number	<u> 45 </u>	<u> 29 </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 26:1

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	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	96 %	97 %	97 %	98 %	97 %
Teacher turnover rate	10 %	12 %	3 %	10 %	5 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Holy Trinity Parish School is a Catholic School for children in grades K-8 and is located in Louisville, Kentucky. The school is central to the educational mission of the parish of which it is a vital part. The staff of 76 joins with parents and parish resources to provide both academic and religious instruction for its 744 students with the goal of empowering these students to become contributing members of their local, national and global communities both now and in the future.

Founded in 1883, the school has been enlarged many times, adding additional classrooms, a new gym, combined parish and school offices, new technology, science and foreign language labs, library/media center, reading resource center, closed circuit TV studio, and equipment to initiate a video conferencing program. Holy Trinity Parish School was awarded *The 2004 Catholic Schools for Tomorrow Innovations in Education Award* in the area of “Technology Integration” for its success in weaving technology throughout the curriculum and its use in internal and external communications. Holy Trinity Parish School strives to continually improve itself by evaluating student standardized testing results each year and by being proactive in preparing students to take their places in the world marketplace as adults.

The students benefit from full-time programs in Art, Library/Media, Technology, Music, Spanish, and Physical Education. 88% of our teachers have obtained Master’s degrees. Nine members of the faculty/administration have fifteen or more hours beyond the Master’s level. The school has Special Needs/Gifted Coordinators, a Reading Resource Teacher for students in grades K-3, and a fulltime Counselor. The school has a Service Learning Program that involves every child in the school in a community agency. The “No Bullying” program provides a safe environment for students and calls for zero tolerance for bullying behaviors. The philosophy of the school encourages differentiation of curriculum for all students. In addition, the Enrichment Program involves students in inter-school opportunities such as SEEK (Student Enrichment and Exploration of Knowledge), the Duke University Talent Search Program, and the Governor’s Cup Competition events. Holy Trinity has a tradition of moving its students out into the community to take advantage of learning opportunities.

The staff strives to continually enrich themselves and the curriculum. As examples, the Junior High science teacher participated in a partnership with Rice University in Houston, Texas in which she piloted the use of materials to make teaching concepts related to nanotechnology “kid friendly.” This teacher also received a \$10,000 Amgen Science Teaching Excellence Award, one of four awarded in the U.S. in 2002. The junior high social studies teacher traveled to Poland upon the 60th anniversary of the end of World War II to visit sites related to the Holocaust. This year she is being honored as the outstanding teacher in the Archdiocese of Louisville. The former principal, who retired last year, was recognized as a Distinguished Principal by the U.S. Department of Education. These events and awards are important in that they reflect the high standards of expectations that are the norm at Holy Trinity Parish School. Teachers encourage each other to take risks and try innovative strategies.

At Holy Trinity Parish School we believe in educating the ‘whole’ child - academically, emotionally, physically, and spiritually. Children are treasured and treated as such. The school and parents have joined hands through the PTA. The mission statement and school philosophy reflect the belief in the potential of students to be lifelong learners. The responsibility of educators to prepare these students for the global community in which they will live is a sacred trust. To this end, Holy Trinity Parish School fosters respect for God, self, others, education, diversity, service, integrity, responsibility, and Christian values.

Part IV - Indicators of Academic Success (#1 - Assessment Results)

The standardized testing instrument used by the Archdiocese of Louisville is *TerraNova, The Second Edition Plus* tests, published by CTB/McGraw-Hill. Students are tested in grades K-7. By following testing along this chronological spectrum, one can see an overall profile of the child's academic achievement.

The InView section of testing, administered in grades 3, 5 and 7, yields a Cognitive Skill Index, which indicates the student's academic potential. This testing also generates data projecting anticipated scores for students. Our students consistently outscore these projected scores. This reflects strong teaching and high expectations on the part of both teachers and students. By examining the scores, teachers can see any discrepancies between a student's potential and performance. The testing is extremely helpful in formulating differentiated instructional plans for students along the learning spectrum. Teachers work diligently to help parents understand the feedback from the testing so that, together with all support personnel available, each child will reach his/her full potential.

The Archdiocese of Louisville uses the Mean Normal Curve Equivalent Score to give a profile of how all of the elementary schools in the Archdiocese perform in grades 3, 5 and 7 each year. By comparing an individual school's MNCE scores to the overall scores obtained throughout the Archdiocese, a school can tell if it is above, on, or below track with other comparable schools.

In regard to the reading and math programs, in the years 2002 – 2006, Holy Trinity's scores exceeded Archdiocesan scores in every test in the categories of both reading and mathematics. Looking at 2005-06, in grades 3, 5 and 7, the reading composite score was 8 or 9 points above the Archdiocesan score in every instance, while in the case of the math composite scores, these ranged from 4 to 11 points above those of the Archdiocese.

The following are Holy Trinity's composite scores from 2005-06 showing overall school strength in Reading/Math:

2005 Grades 3, 5, 7 Reading respective MNCE scores: 68, 72, 70

2006 Grades 3, 5, 7 Reading respective MNCE scores: 72, 74, 75

2005 Grades 3, 5, 7 Math respective MNCE scores: 71, 66, 75

2006 Grades 3, 5, 7 Math respective MNCE scores: 72, 67, 75

Looking at the subgroups within the Cognitive skills Index (CSI's of 115 and above, 86-114, and 85 and below) in grades 3, 5 and 7, there was no statistical disparity among these subgroups in terms of the mean anticipated scores and the mean obtained scores. The achieved scores consistently outsourced the anticipated scores. There were no other significant subgroups.

In each year from 2002 to 2006, Holy Trinity Parish School has had scores that would have qualified it to apply for the Blue Ribbon Award.

Individual student scores are reported in National Percentile Scores, with the 50th Percentile being the median. The bell curve of our scores is consistently skewed to the right. This community holds the educational bar very high. Teachers, students and parents stretch to meet high expectations. Teachers continue to meet the challenge of providing for the differentiated needs of a significant group of students who consistently perform in the 90th plus percentile rankings. While the faculty and staff are proud of these statistics, (the students' progress and their scores), the staff realizes that it takes continued daily effort to have a successful school. "It takes a village" to maintain such a strong track record. Each day is a new day with ever-changing students who need new challenges. Personnel are eager to meet that challenge!

Part IV Indicators of Academic Success (#2 – Using Assessment Results)

The *TerraNova* test results are a key tool in strategic planning both for the school and for the individual. A student's profile is a factor in determining group placement as well as developing both differentiation and intervention strategies.

Administrators have looked at the school profile since 2002 for any significant increases or decreases in scores. A spreadsheet of scores is tracked "vertically" to see how a subject area scores year after year. Each class is tracked through the years in each subject area diagonally on that same spreadsheet. Given that the class median Cognitive Score Index remains nearly or absolutely constant in a given class, and the vast majority of the class is composed of the same students, this is one valuable method of viewing teaching performance. Since the Archdiocese provides each school with the MNCE combined score for all of its schools, it is possible for a school to compare itself to that norm yearly. Thus this testing instrument provides continual feedback for the school, looking at individual students, grade levels, and the school as a whole educational unit.

Some standardized scores are used as criteria for participation in various programs such as Duke University's Talent Identification Program and a locally managed enrichment program. The scores help to identify students for academic competitions such as the Governor's Cup. As differentiated instruction is integrated in classes, testing results are a valuable tool in assessing strengths and weaknesses in student profiles, and therefore the school is better able to meet student needs. Data is also utilized when planning budgets and making personnel decisions.

Holy Trinity is thus able to look at students individually and as grades. It is also able to assess itself by looking at individual teachers, subject areas, grade levels, and overall school performance. A combination of all of these perspectives drives continual self-improvement.

Part IV Indicators of Academic Success (#3 – Communicating Assessment Results)

Communication is the key to success. The school uses Internet technology software (Edline) to provide a student's current grades and daily homework assignments along with feedback from teachers on a daily basis. A weekly school newsletter is sent to parents via the Internet. Teachers also send home their own homeroom/grade newsletters. Twice a year, mandatory formal conference times are scheduled. Teachers as well as parents frequently ask for extra conferences.

Students share their accomplishments in Science, Art and History Fairs along with Poetry Readings and Musical Presentations to which the public is invited. Students are avid participants in the Governor's Cup, the Kentucky Colonels 6th Grade Academic Showcase, and the Catholic School Academic League competitions. A Pupil Enrichment Program (PEP) offers after school activities such as chess, quick recall, golf, art, and cooking classes.

The school forwards home individual *TerraNova* reports showing student level of mastery for concepts in the various subtests as well as percentile levels. The Archdiocese sends each school the composite Mean Normal Curve Equivalent (MNCE) Scores for grades 3, 5, 7 of the K – 8 schools in its boundaries. For the past twelve years, Holy Trinity Parish School has compiled a spreadsheet for parents comparing the Archdiocesan scores to its own. In every instance, the scores of Holy Trinity students have been significantly higher.

The community also learns of our students' academic reputation through the many scholarships our students receive upon graduation. Currently in one of the large boys' high schools, eight of the forty-five

freshmen “Xavierian Scholars” are from Holy Trinity Parish School. Twenty-five of the thirty freshman girls from Holy Trinity attending a nearby academy are on the Honor Roll/Principal’s List this first quarter. The President of Saint Xavier High School (a four time Blue Ribbon winning School) wrote, “All Holy Trinity students, including those with average ability, are well-prepared for serious high school work. Holy Trinity’s structured approach builds self-disciplined, confident and capable students.”

Part IV Indicators of Academic Success (#4 - Sharing Success)

Collaboration with others is often the key to success. The school has been a forerunner in technology due to the dynamic influence for twelve years of the former principal. She provided expertise and leadership to many other schools as they began to integrate technology into their schools.

The technology teacher and sixth and eighth grade language arts teachers plan to teach a collaborative workshop on digital storytelling for the Archdiocese next summer. The school is integrating the Spanish language into our weekly liturgy, and a sister school with a strong Hispanic population base will join us in celebrating a bilingual liturgy during Catholic Schools Week.

When the junior high social studies teacher received a grant to retrace the steps of the Holocaust in Poland, she developed a workshop for other teachers upon her return. When the science teacher had the opportunity to partner with Rice University to pilot and critique materials for junior high students on making nanotechnology “kid friendly,” the results were felt far beyond the borders of Kentucky. The school recently hosted a meeting for science teachers at which the vice-principal discussed grant writing strategies. After the Kindergarten teachers attended a “Building Blocks” seminar, they led a local conference in which they instructed other Archdiocesan teachers in the concepts/strategies they had learned. All teachers participated in regional Exchange Groups in September of this year to discuss “best practices” with other teachers in their particular fields. One teacher taught a class in a regional student enrichment program this fall, while another will teach in the spring.

It is evident that the formation of Professional Learning Communities within the school has greatly fostered a sense of professionalism. As the school continues to partner with those in the broader community, the educational horizon is enhanced for all of the students.

Part V – Curriculum and Instruction (#1 – Curriculum)

The curriculum of Holy Trinity Parish School is based on an Archdiocesan Curriculum Framework, which is, in turn, based on State and National Standards. The school is accredited by the Kentucky Department of Education. The school believes in, teaches and practices a strong value system with respect for diversity. This paradigm is reinforced in every class, especially in the core content class of Religion.

The Reading Program is based on a strong phonetic and phonemic awareness foundation. The program stresses culturally diverse literature of multiple genres. Holy Trinity Parish School is implementing the Archdiocesan “Reading First” Program, adapted from Kentucky Reading First. There is support and extension built into the program on every level. A Reading Resource Teacher works with children with diagnosed learning disabilities in K-3. Comprehension and fluency are seen as keys to success. The Language Arts Program works intimately with Reading, stressing the skills necessary to express thoughts coherently and fluently. The ability to form coherent and descriptive sentences and paragraphs, the development of vocabulary and grammatical skills, and the ability to organize and synthesize thoughts are all points critical to the language arts Program. Two leveled in-house workshops were held this August to familiarize teachers with the Lucy Calkin’s Writing Program so that teachers could better integrate writing throughout the curriculum.

The Mathematics Program sequentially prepares all students for algebra by the 8th grade. A significant number of 8th graders obtain high school credit in Algebra I. Emphasis is placed on helping students see the practical applications of math. The school received a grant to implement the Pentathlon Program, math enrichment games based on predictive reasoning (as in chess). The top math students are differentiated from 4th – 8th grades by increasingly being encouraged to move at a faster pace.

The Social Studies curriculum is designed to help students understand democratic principles, our country's historical heritage, and social/political systems. Emphasis is placed on an understanding of geography, an appreciation for cultural diversity, and an understanding of economics in society. Our 5th grade participates in a Junior Achievement "Exchange City" program in which students assume the ownership and operation of a town for a day. This program integrates learning from many disciplines.

The Science Program stresses content and process as students explore, hypothesize, experiment and make conclusions. Whether watching tadpoles turn into frogs, flying handmade kites, dissecting sheep hearts, typing blood, swabbing their cheeks to isolate their own DNA, or piloting materials on nanotechnology, our students are learning more of the "why" about this world. Grades 3-6 have "mini labs" equipped with tables and sinks to facilitate lab work. The junior high lab is truly state-of-the-art, and students typically conduct labs twice a week.

Students learn vocabulary and sentence structure in Spanish along with an emphasis on Hispanic culture. The 6th-8th grades use a textbook/video series, and all students use the interactive Rosetta Stone software program in a language lab. The creative experiences in the Art program spring from art history and/or cultural perspectives interwoven with the curriculum. Egyptian canoptic jars, Indonesian shadow puppets, paper-maché tribal masks, wire sculpture, clay, print making, weaving, etc. contribute to students' appreciation of artists and their own creative gifts. The PE program is structured and integrates exercise and fitness at all levels. Students learn physiology and the rules of games along with having fun. The Music Curriculum emphasizes knowledge of music genres, notation, rhythms, composers, and instruments. Students participate in several performances. The Technology program teaches students to navigate the computer programs - PowerPoint, Excel, Word, MovieMaker, etc., while working with core content material. Library/Media classes teach research skills and are closely integrated with core classroom curriculum.

Part V Curriculum and Instruction (#2a - Reading)

The Reading curriculum at Holy Trinity Parish School is based on an integration of phonemic and phonetic awareness with auditory and visual discrimination skills. Decoding is a fundamental skill practiced to unlock the treasure chest of words. These basic foundational skills lead to an awareness of vocabulary and text understanding. The student develops the all-important skills of comprehension and fluency as he/she progresses, and as competency builds, the finer skills such as predicting outcomes, selecting the main idea and supporting details, identifying context clues, etc. are refined.

Teachers in the Archdiocese are using the "Reading First" program through the fifth grade. Primary reading classes begin with whole class instruction followed by work in centers. A reading resource teacher, skilled in providing intervention and remediation, is available through the third grade level. (Students in any grade level may be supported by technology such as alphasmarts, reading pens, etc.) By the middle grades, the students are exposed to a wide genre of reading styles. In the upper grades, the approach to reading is literature-based. All students have a weekly library period with exposure to multiple resources. Teachers believe that reading is a fundamental skill basic to the comprehension of material in all subject areas; thus, all teachers consider themselves to be "reading teachers."

In the same sense, all teachers are “writing teachers” because the reading and language arts curriculum go hand-in-hand at Holy Trinity Parish School. The ability to write fluently and correctly is a top priority. Students are shown many ways of organizing their thoughts in preplanning; creativity is encouraged in spontaneous “free write” sessions. A “Daily Oral Language” program of editing incorrectly written sentences has been successful. Ample opportunities are given to refine the skill of giving oral presentations. Thus the students are given the tools to be strong communicators in both written and verbal styles.

Part V Curriculum and Instruction (#3 - Science & Its Relationship to Skills and Knowledge)

An essential theme of the educational mission at Holy Trinity Parish School is to instill a love of learning so that students become engaged in the learning process and thus become lifelong learners. To see “the light come on,” teachers let students become involved in the learning process. Science is an area in which this routinely happens at Holy Trinity. Watching duckling eggs hatch, amaryllis bulbs bloom, tadpoles turn into frogs, nursing a “runt” puppy, learning to handle a snake - these are a few experiences our primary-age scientists have.

Teachers make great effort to cross curriculum lines. As an example, last year’s 3rd grade received a grant to study birds. The science classes focused on habitats, physical properties and feeding habits. A guest speaker from the Raptor Rehabilitation program brought birds of prey into the language arts classes to spark writing projects. In art class, the students constructed paper maché birds. A stone sculptor helped the students create a birdbath, which was placed in a memorial garden. The project appealed to visual, auditory and kinesthetic learners.

In the middle grades, some examples of hands-on activities include: constructing kites, an egg drop contest, designs of earth’s layers and volcanic eruptions. On the junior high level, students type their blood, isolate their own DNA, dissect sheep hearts, frogs and shark skeletons, construct silly putty out of polymers, make Styrofoam hands, and recite a “Pledge of Allegiance to the Periodic Table” daily when studying chemistry!

Students receive a firm foundation in science; they experience many “aha moments” and gain a true sense of awe for the universe through the science program. It is this sense of fascination with learning that instills a lifelong quest for further knowledge in the minds and hearts of students.

Part V – Curriculum and Instruction (#4 - Instructional Methods)

The faculty at Holy Trinity Parish School continually strives to update curriculum and instructional techniques so that student learning is continually improved.

The reading resource teacher uses Earobics software as well as other technology to assist students with auditory and visual discrimination issues. The focus is on building comprehension and fluency. Spanish students use “The Rosetta Stone” interactive software. The school has two carts of wireless laptops, enabling students to tap research and processing tools. Teacher assistants make small-group learning feasible in breakout rooms and in “center” activities.

Digital storytelling encourages even the reluctant writer to express his/her thoughts. Students create brochures, spreadsheets and PowerPoint presentations. Science classes include hands-on labs, while art classes are filled with multiple media of expression. A closed circuit television system allows students to experience before/behind camera roles to execute daily broadcasts. “Read, Write and Gold” technology allows our sight-impaired student (and others) to have the computer-assisted learning. Classroom speaker systems have greatly benefited students with auditory processing and/or attention issues.

Teachers utilize “best practices” as they stimulate creative and critical thinking skills in students. Bloom’s taxonomy is a guiding force in leading teachers to develop challenging and engaging differentiated lessons.

The Service-Learning Program matches each grade with an agency in the city so that every student is involved in a social justice outreach opportunity. Teachers become partners with the local police department, the Kentucky Fish and Wildlife Department, and Junior Achievement of Kentuckiana Inc. to increase learning options. 6th graders learn team-building skills in a 3-day/2-night camping experience. 7th graders visit Cincinnati while 8th graders take a 3-day trip to Washington, D.C. The weeklong “Everybody Counts” Program allows students to simulate various disabilities to learn about and increase their respect for differences.

A fundamental teaching paradigm at Holy Trinity is that of a mentoring relationship between teacher and student. The school has a long-standing tradition of nurturing and exciting students on their educational journey.

Part V – Curriculum and Instruction (#5 - Professional Development)

The goal of Holy Trinity’s professional development program is the continual advancement of the quality of both the academic level and environment of the school. Teachers choose professional development classes that will upgrade their level of expertise as well as technology skills. Teachers have always taken more professional development hours than required by Archdiocesan standards.

A school-wide workshop on “Advancing the Writing Initiative” was held this August. Other examples of recent in-house Professional Development workshops include ones on the use of wireless carts, remote answering device software (Jeopardy type game generating graphs depicting answers for the class), and use of the daily newspaper (both print and online) throughout the curriculum. Two Science teachers, the Spanish teacher and the four Kindergarten teachers attended national conferences in their respective fields. Grant applications have been submitted to the Archdiocese for six teachers to attend other regional conferences in the upcoming months. The technology coordinator attended a local workshop on digital storytelling, and language arts teachers are collaborating on digital storytelling projects, which the children love! Twenty-two additional SmartBoards are being installed in classrooms, and teachers are currently receiving instruction on classroom usage.

Many professionals are among our parent ranks. These experts are generous with their expertise and offer assistance as speakers at faculty meetings and in the classrooms. Whether it is information about surgical techniques, x-raying mummies, or collecting primary source materials from the Revolutionary War era (some examples), these experts offer a wealth of “in-service” training for teachers and students alike.

Currently The Center for Gifted Studies from Western Kentucky University is developing a proposal for Holy Trinity regarding the implementation of differentiation of instruction, especially as it relates to gifted students, in the regular classroom setting. Such workshops and mentoring onsite provide guidance and refinement from specialists in the field.

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): Archdiocese of Louisville, Kentucky Non-Public School Commission, Inc., National Catholic Education Association
 (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.)

$\frac{\$ 3,922}{K}$ $\frac{\$ 3,922}{1^{st}}$ $\frac{\$ 3,922}{2^{nd}}$ $\frac{\$ 3,922}{3^{rd}}$ $\frac{\$ 3,922}{4^{th}}$ $\frac{\$ 3,922}{5^{th}}$

$\frac{\$ 3,922}{6^{th}}$ $\frac{\$ 3,922}{7^{th}}$ $\frac{\$ 3,922}{8^{th}}$ $\frac{\$ \text{_____}}{9^{th}}$ $\frac{\$ \text{_____}}{10^{th}}$ $\frac{\$ \text{_____}}{11^{th}}$

$\frac{\$ \text{_____}}{12^{th}}$ $\frac{\$ \text{_____}}{\text{Other}}$

1 Student - \$3922.00
 2 Students - \$6275.00
 3 Students - \$7060.00
 4 Students - \$7844.00

4. What is the educational cost per student? \$ 3,606
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 100

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 4 %

Holy Trinity Parish School

Terra Nova
2nd Edition 2001
CTB McGraw-Hill

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

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
Grade 7			
Reading	70	70	69
Mathematics	75	75	70
Number of students tested	84	87	58
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	68	69	68
Mathematics	66	71	73
Number of students tested	83	85	84
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	73	72	70
Mathematics	67	66	66
Number of students tested	86	78	80
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	69	67	66
Mathematics	74	66	66
Number of students tested	76	82	76
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 3			
Reading	69	68	62
Mathematics	72	71	67
Number of students tested	74	75	81
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
Grade 2			
Reading	70	69	70
Mathematics	70	71	73
Number of students tested	85	74	74
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	66	73	N/A
Mathematics	66	78	N/A
Number of students tested	85	86	N/A
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Kindergarten			
Reading	70	66	66
Mathematics	69	69	69
Number of students tested	87	97	90
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0