

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Linda Groh

Official School Name: Saint Agnes School

School Mailing Address:
1322 Sleepy Hollow Road
Ft. Wright, KY 41011-2708

County: Kenton State School Code Number*: 420

Telephone: (859) 261-0543 Fax: (859) 261-9778

Web site/URL: school.saintagnes.com E-mail: lgroh@saintagnes.com

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Lawrence Bowman

District Name: Diocese of Covington Tel: (859) 392-1530

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Michael Hellmann

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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)

Does not apply to private schools

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. 11 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	0	0	0	7	28	29	57
K	21	17	38	8	19	30	49
1	21	18	39	9	0	0	0
2	24	22	46	10	0	0	0
3	19	31	50	11	0	0	0
4	28	21	49	12	0	0	0
5	30	24	54	Other	0	0	0
6	27	25	52				
TOTAL STUDENTS IN THE APPLYING SCHOOL							434

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
95 % White
2 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

This rate is 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.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	1
(4)	Total number of students in the school as of October 1.	446
(5)	Total transferred students in row (3) divided by total students in row (4).	0.002
(6)	Amount in row (5) multiplied by 100.	0.224

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 4

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 free and reduced-price school meals 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: 4 %

Total Number of Students Served: 16

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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>17</u>	<u>13</u>
Special resource teachers/specialists	<u>0</u>	<u>3</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>1</u>	<u>3</u>
Total number	<u>21</u>	<u>21</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	97%	97%	97%	98%
Daily teacher attendance	98%	98%	98%	98%	97%
Teacher turnover rate	8%	3%	7%	8%	10%

Please provide all explanations below.

In the school year of 2003-2004, two teacher had babies and left our school to become full time moms. Another teacher moved out of town.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

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

PART III - SUMMARY

Saint Agnes School is a fully accredited Catholic elementary school in Ft. Wright, Kentucky. The school is a vital part of the suburban community that surrounds it. It is in close proximity to the Ohio River and the city of Cincinnati. Because of its location, the school is able to take advantage of the many fine museums, symphony orchestras, theaters, and other cultural activities this area offers and is supported by area industry and businesses.

The school was established by the Sisters of Notre Dame in 1930. The Sisters held administration and teaching positions in the school until 1995. The school continues to follow the charism of this religious community and welcomed a teaching Sister to the faculty again last year.

After its humble beginnings, the school enrollment continued to grow and peaked in the early 1960's, with one thousand students enrolled. The middle 1980's saw the establishment of a kindergarten program. This early childhood program became a model and a catalyst for the establishment of other diocesan kindergartens. In the early 1990's, the parish expanded the existing facility by adding a state-of-the-art wing that included a technology lab, a science lab, an expanded library, a physical education facility, and new classrooms. The school became one of the few that was handicap assessable in the diocese with the addition of entrance ramps and an elevator.

The school serves 434 students representing 260 families in grades kindergarten through eight. There are over forty well qualified and certified faculty members, paraprofessionals and staff members serving Saint Agnes School. The PTO, Board of Education, and Athletic Boosters, along with many volunteer parents, help make the school the great school that it is.

The classrooms, halls, and foyer greet visitors with this year's school theme, "Anchored in Christ." The community of Saint Agnes strives for excellence in providing a Catholic education that inspires and empowers the students to live the Gospel values as compassionate and faithful Christians, who continue to pursue their spiritual journey, their highest academic potential, and stewardship to others. Administrators, faculty, school personnel, and parents work together to provide a strong Catholic education for the students. The spiritual, moral, intellectual, social, physical, and emotional development of the child is supported, and the dignity of each person is respected.

The spiritual development of the students is the foundation for the existence of the school. The students attend a weekly liturgy, seasonal paraliturgies, prayer activities, and daily religion classes. These activities, along with various social awareness projects, make religion come alive to the students.

The academics at Saint Agnes School are challenging and varied. The regular curriculum subjects are enriched with art, music, library, technology classes, physical education, and Spanish. Students are also supported by a part-time resource teacher, speech therapist, guidance counselor, and the assessment services of the local public school. Extracurricular activities are sponsored by the faculty and parents after school hours. Students experience a well rounded curriculum that encourages each individual to reach his/her potential. Students excel in many local, diocesan, and state competitions. In past years, the graduates of Saint Agnes School have received a number of high school scholarships based on high test scores. Faculty are also recognized with awards, such as the Diocesan Teacher of the Year Award in 2008 and the Golden Apple Award.

In the last school year, SMARTBoards were added to every classroom by the generosity of a parishioner. Teachers and students have access to multi-media technology throughout the building with our two computer labs, a wireless laptop lab, and numerous software packages and programs. Teachers frequently use the

United Streaming Discovery Education Program and the Quia Program to enhance their daily lessons. Teachers use the Internet to actively engage the students, to maintain teacher websites, and to communicate with parents frequently.

Saint Agnes School has been accepted into the Xavier University Initiative for Catholic Schools in Cincinnati, Ohio. The principal and a selected math and science teacher are invited to participate. Each is required to attend a full week of class in the summer and a monthly class during the school year. The principal studies school leadership. The math and science teacher study their subjects using the constructivism (hands-on) method of teaching. The team agreed to involve the entire faculty in a school wide improvement plan for math and science. At Saint Agnes School good teaching methods are shared at the monthly faculty meetings. A school wide Math and Science Showcase for Parents and Parishioners is planned for February, 2009.

Saint Agnes School faculty and parents are trained in the Steps to Respect Program(an anti-bullying program) sponsored by the County Health Department. Annually, the school participates in the EveryBody Counts Program, a program that teaches students about disabilities. The program includes lessons taught by volunteer parents (over 65 volunteers), a visit by a person with the specific handicap, and a celebration liturgy with the EveryBody Counts theme.

The school's strength is its people. Students at Saint Agnes are eager and active learners. Students, faculty, parents, and the community help make Saint Agnes School a welcoming, happy place of learning. Parishioners view Saint Agnes School as a mission of the parish and support the school financially and in spirit. It has taken the talents and support of many to make Saint Agnes School the wonderful school it has always been ... and continues to be today.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Saint Agnes School uses the Terra Nova, 2nd Edition Standardized Test published by CTB McGraw-Hill. It is administered annually to all students in grades 3, 4, 5, 6 and 7. This test provides data regarding student achievement in reading, language, mathematics, spelling, science, and social studies. The students also take the CAT Complete Battery (In-View) to determine their Cognitive Skills Index (CSI). The CSI score is used to identify an anticipated level of achievement. By comparing the anticipated level of achievement with a student's actual level of achievement, teachers and parents can determine if a student is working to his/her maximum ability level. Most of the students at Saint Agnes School achieve above their anticipated score. If there is a significant difference in a student's anticipated score and the actual achieved score, results are examined along with a student's classwork to see if a plan for remediation is necessary.

The test scores are reported in National Percentiles in a score of 1 to 99. Across the grade levels, Saint Agnes test scores are very good and improving. The scores are consistently above the diocesan averages. Reading scores have improved in every grade level in the past five years with the greatest increase last year with seventh grade scores. This could be attributed to the adoption of the new reading series in grades kindergarten through grade six, and the introduction of the Accelerated Reading Program at all grade levels.

The fourth grade has made large gains in the math scores in the two previous years. Every grade level has raised percentile scores in math in the 2007-2008 school year except for the seventh grade. The faculty has noted this and made a plan for improvement. Additional basic math review and practice will accompany the pre-algebra and algebra classes in the junior high. Teachers continue to accommodate the students with special needs.

Language mechanics and usage scores continue to be well above students' anticipated scores as well as diocesan scores. Social Studies scores are reported as being at or above diocesan scores although excellent teaching and up-to-date materials are being used. It has been noted that the social studies curriculum and the Terra Nova testing are not aligned in their topics. The teachers continue to teach from the diocesan framework.

Parents and faculty at Saint Agnes School have high expectations and hold high standards for all students. Academic teams begin in the fifth grade. The teams have won many team competitions in the local, district, state and one national competition. Faculty and parents support the academic teams with time and money. The PTO sponsors the teams. They recently purchased a new Academic Trophy Case to display the various academic awards along with the many athletic awards.

Saint Agnes alumni, now in high school, college, or adult careers, often return and praise the school and its mission. Saint Agnes School hopes to continue this long history of academic excellence.

2. Using Assessment Results:

The results of the spring standardized testing are mailed to the school at the end of May. Administrators and teachers review the data provided and note strengths and areas of potential growth in planning the curriculum for the next school year. Individual student scores, as well as classroom and grade level scores, are examined. Performance objectives are used to further detail areas for improvement, and action plans are developed for the following school year.

Several years ago, the test results showed low/average scores in mathematics. The faculty studied the results and made goals to improve the math scores across the grade levels on the standardized tests. New textbooks were carefully chosen; more drill and review of basic facts were added to the lessons. Faculty, parents, and students embraced the goal to improve math scores. The determined effort by all to improve resulted in students achieving higher scores in math in the next years.

It was also determined that there was a need to raise the language scores. Daily Oral Language was added to the curriculum in every grade level, and the language mechanics and usage scores soared.

To help increase the reading scores, Saint Agnes has adopted a new reading series and Accelerated Reading was put in place for all grade levels. A vocabulary component and new texts have been added at the junior high level.

Decisions to improve our curriculum and test scores are made every year as the faculty and administration study the scores and watch for trends. Using the results of Terra Nova in conjunction with other educational assessment data, Saint Agnes faculty strives to provide the students with the instruction necessary to ensure their success.

3. Communicating Assessment Results:

Parents and teachers are partners in education at Saint Agnes School. In support of the school's mission to work together, parents and teachers are encouraged to communicate frequently. To aid communication, there are parent/teacher/student conferences scheduled twice a year, interim reports and quarterly reports to parents, updates on student progress, weekly home folders, and frequent email and phone communications. Conferences can be requested at any time by a parent, teacher, or an administrator. Often team conferences are held that include all of the student's teachers, the student, parents, an administrator, and the school counselor. The purpose of these conferences is to ensure continued academic success for the student.

Saint Agnes standardized test results are compared to diocesan test results. Traditionally Saint Agnes School scores above diocesan scores. Parents are informed of grade level scores as they compare to the diocesan scores, and also their child's individual scores. Parents are invited to meet with teachers or the administrators to review their child's scores as they relate to the CSI score or their child's previous test scores. Records of test scores are on file for all students from grades three through seven. Eighth graders take diocesan entrance exams for high school. The purpose of reviewing the scores is to examine trends and make action plans to ensure the student's academic success.

The PTO emphasize the importance of the standardized tests by encouraging students to do their best on the test. During testing week, this message is displayed on balloons, posters, and pencils. Healthy snacks are provided and messages are sent to parents giving them important test taking tips to use during the test week. Everyone knows that test week is important at Saint Agnes School.

4. **Sharing Success:**

Saint Agnes School is a member of NCEA (National Catholic Education Association) and faculty members have access to the numerous organizations, publications, and materials which are provided. Faculty attend national, diocesan, and school conferences which offer the opportunity for networking with peers and colleagues. Several teachers have presented their best practices at these conferences.

The principal is a member of AESA (Association of Elementary School Administrators) and has held leadership role in the association. AESA has regular meetings to share ideas, programs, materials, speakers, that help each diocesan school. There is a wonderful network among the principals in the Diocese of Covington.

Kindergarten teachers, Resource teachers, and Technology teachers of the diocese meet regularly. The four elementary school principals in the deanery meet often to share curriculum, calendar issues, materials and innovative ideas being used in the schools. Occasionally this group meets with the two district high school administrators in the Kenton County Deanery.

Saint Agnes School has formally mentored new teachers for many years. The local colleges, Thomas More, Northern Kentucky University, and Mount St. Joseph, utilize St. Agnes School and its creative faculty to mentor sophomore, junior, and senior elementary education students.

There is a very active Public Relations Committee at Saint Agnes School consisting of board members, parents, administration and faculty. They network with the local and diocesan media weekly. These partnerships enable the good news of Saint Agnes School to be shared with an extensive audience. Weekly newsletters are sent from the principal's office and the school website is a far reaching avenue for sharing successes.

Parish families and community neighbors are invited to the annual Open House and Catholic School Week liturgy. Brochures, letters and information packets are sent to new parishoners and others who inquire about the school. Students are involved in local and civic activities and contests. Student art work is displayed in local banks and restaurants. Saint Agnes shares its successes with our community in many ways. Happy families, eager students, and dedicated teachers and staff share the story best.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum taught at Saint Agnes School encompasses cognitive, affective, and psychomotor learning experiences. This curriculum is planned and guided by the faculty and based on the Diocesan Curriculum Framework established by the Diocese of Covington. The framework is aligned with national standards in accordance with The No Child Left Behind Act with learner goals and academic expectations established by the Kentucky Department of Education. The curriculum is designed to develop the individual student's abilities, interests and talents in order to enable the students to grow and become good citizens for the future. The teachers employ a variety of teaching styles and methods in order to meet the needs of each of the students.

As a Catholic school in the Diocese of Covington, students receive religious instruction daily. The **Religion** curriculum in every grade level teaches the faith through doctrine, sacramental life, bible study, history, values, and tradition. Students prepare and celebrate an all-school liturgy weekly and paraliturgies on special holidays or important occasions during the school year. There are many opportunities for Christian service within and outside of the school community. Students in grade eight are prepared for the sacrament of Confirmation, and students in grade two are prepared for the sacraments of Eucharist and Reconciliation. Students pray daily over the intercom to begin the school day.

The comprehensive **Language Arts** curriculum includes reading, literature, writing, spelling, vocabulary, grammar, and public speaking. All grade levels use Daily Oral Language, and the test scores in English mechanics have soared in the past few years. Students maintain writing portfolios. Junior high teachers implement the writing method (MLA format) needed for high school research. Spelling is coordinated with both reading and vocabulary study. The school library supplements the Language Arts Curriculum with over 8,000 books, magazines, and materials. See Question 2a. for a detailed explanation of our reading and literature curriculum.

The **Science** curriculum is a planned spiral curriculum to ensure that all science topics are covered during the elementary years at Saint Agnes School. This science curriculum involves many hands-on science lessons and experiments. The current textbooks have many materials that children can access at school or on their home computer. The use of the technology compliments the science lab resources and equipment. These have made a positive difference in the methods used for the teaching of science. The junior high students have daily lab classes, and the purchase of a smaller portable lab enhances the middle school science class. A Science Fair is held each year. Professionals from local hospitals, colleges, high schools, and industries judge the competition. The winners participate in the Diocesan Academic Competition and in Northern Kentucky University's district and state competition. In 2008, Saint Agnes students won a first place and a third place trophy at the Diocesan Competition and went to state. This year all grades will participate in the Math and Science Showcase in early February.

The **Social Studies** curriculum includes good citizenship at the local, state and world level. Geography, history, civics, and global connections are topics included in kindergarten through eighth grade. Teachers instruct from the core curriculum as outlined in the Diocesan Curriculum Framework. The basic curriculum is supplemented with themes and projects on various topics, including the Iditarod, local and national elections, special holidays, and current events. Teachers plan for field trips and guest speakers. Students enter civic sponsored contests, are involved in civic activities, and learn to appreciate their heritage with special days, such as Colonial Days, famous Kentuckians, Veteran's Day, and a Wax Museum to make history come alive.

Spanish is part of the curriculum for all students in grades K through 8 at Saint Agnes School. An accredited Spanish teacher has been part of the faculty for three years. Students are introduced to the Spanish language, culture, and history in a developmentally planned program that focuses on building communicative and cultural competence. The curriculum follows the Kentucky Academic Expectations. In the primary and intermediate grades, emphasis is placed on engaging students in Language acquisition activities, including conversation and vocabulary. The junior high level builds on previous skills by focusing on language production, grammar, and content related areas. The language program presents an inclusive approach to culture.

The **Fine Arts Curriculum** consists of music and art. Students dance, sing, and play instruments in music classes. Junior high students enjoy their own keyboard lab where they can learn keyboarding at their own pace. Students have the opportunity to join the chorus and have private or group music lessons. Students anticipate the School Talent Show that displays their musical and acting talents. Classes also participate in several school choral concerts throughout the year. Art class is provided for all students. They develop art skills by incorporating the elements and principles of art in their work and by studying the work of famous artists, periods of art history, and art careers. There is a yearly Art Expo during the school's Open House. Junior High students have the opportunity to enter various art competitions throughout the year. Often, Saint Agnes students place in these competitions.

The **Physical Education** program develops skills and good sportsmanship with an emphasis on physical fitness. Students are encouraged to develop lifelong physical fitness and to live active and healthy life styles. Classes include exercise, instruction in various sports, and participation in active games, along with taking the challenge of the President's Fitness Program.

Students have weekly classes in **Technology**. Primary students learn the use of the computer, developing keyboarding skills, and simple story writing. Intermediate and junior high students learn to use the computer as a tool for various school projects, including research. PowerPoint, excel programs, microsoft word processing, online are interactive lessons are part of the technology classes offered to students.

2a. (Elementary Schools) Reading:

Saint Agnes School uses the Scott Foresman Reading program in the younger grades. Teachers appreciate the leveled readers that accompany the basic program. It capitalizes on the Differentiated Instruction approach in all its activities and supporting materials. The program focuses on reading strategies and gives the teacher different approaches to help all the students master the material. The series comes with many technological components, and with the use of the Quia Technology Program, the students and parents can access vocabulary words and extra practice on their home computers. The younger students love the songs that go with each new story. Reading is fun for them.

The literature series that is used with the junior high students is the Prentice Hall Series. This program contains famous works of literature with which the students become familiar. Literature is the starting point for many writing activities. Teachers teach the Six-Trait Method of Writing and the MLA format, which the students will use in high school.

The school library compliments reading at Saint Agnes School with over 8,000 books and materials. The librarian coordinates with the language arts teachers in aligning her lessons. She also helps with thematic units and projects that are taught across the curriculum.

Reading is important to all at Saint Agnes School. The school day begins with a fifteen minute Sustained Silent Reading Time for everyone in the school. Many teachers read aloud to the students daily. Accelerated Reading, which is required in every grade level, has helped our students reach high scores in the standardized tests. Teachers have designed a summer reading program with specific books and activities for students during the summer months. The computer labs are open on specific days in the summer for students to come to school and take the Accelerated Reading tests. We are also closely affiliated with the public library in our county. It provides numerous activities and programs for the students that promote literacy and proficiency in reading.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Teachers in grades K through six use the Houghton Mifflin Math Series. The teachers chose this series for its spiral curriculum in all grade levels and its organization of topics. In addition to the basic text, the series has a complete system of intervention and challenges to insure the success of all the learners. There are lessons on CD's, chapter challenges, math readers, practice books, and homework helps. Teachers use manipulatives, technology, slates, chalkboards, and other materials to enhance the lessons. Using pre-assessments and formative assessments, the lessons are designed to be challenging and/or remedial according to student needs.

The junior high uses the McDougal Littell Algebra series and the Holt Rinehart, Winston series to teach pre-algebra and algebra. Since students are grouped by ability in math classes beginning in third grade, it is possible for capable students to advance to freshman algebra by grade eight. Students are eligible to test out of freshman math class at the neighboring Catholic high schools.

Three years ago, the standardized test scores in math indicated a weakness in math computation, not comprehension or concepts. Teachers made an all out effort to bring more drill and practice to the math classes. Teachers and students concentrated on accuracy and speed through daily drills and weekly reviews. Several teachers offer free tutoring of math before or after school for students who need something extra. The primary and early intermediate classes are supported by a teacher aide, who can help with individual needs. MathCounts and Academic Teams are available for the older students who need a challenge. This year math is one of the curriculum areas that is being addressed by the Catholic School Initiative Program at Xavier University, and a Math Showcase for Parents will be added to an annual Science Showcase in early February.

The effectiveness of the special efforts to focus on math is reflected in our increased math scores on the standardized tests and the positive response of the students when asked about math.

4. Instructional Methods:

Saint Agnes School fosters the love of learning for every student in a wholesome environment. Teachers strive to make their classes conducive to learning by providing a variety of teaching methods and activities. Lessons are well planned and organized and are taught in attractive and well maintained classrooms.

Teachers assess individual students through pretesting and they plan lessons accordingly. On a daily basis, lessons include but are not limited to direct instruction, group work, written activities, projects, technology and performance based activities along with formative and summative assessments. Differentiated Instruction methods used in the classrooms meet the ability level of each student. The variety in lesson presentation awakens and addresses the children's love of learning. Teachers often plan across the curriculum areas, and thematic units are taught in all grade levels.

Saint Agnes School provides a part-time resource teacher, speech teacher, teacher assistant, and teacher and peer tutoring. Faculty members are generous in offering free tutoring outside of school hours in most grade levels. Students are offered challenges by ability grouping, particularly at the middle and junior high grade level. Advanced math courses and academic challenge teams are available for any student who wishes to take part.

In addition to the basic curriculum areas, organizational skills and the development of good study skills, and the successful completion of assignments is stressed at all levels.

Teachers focus on best practices to impart knowledge and make their lessons meaningful and exciting.

5. Professional Development:

Teachers have the opportunity to attend a variety of professional development activities. All professional development activities aid the school's improvement plan. Teachers are enriched by good speakers, good ideas, and good teaching practices. Teachers have attended in-services and workshops on Differentiated Instruction, multiple intelligences, and brain research in the past four years. Speakers have been provided for in-school and diocesan workshops. Teachers also attend workshops that they choose. Teachers at Saint Agnes School are welcome to attend local, regional, and national conferences. This year several teachers are attending courses at Xavier University, Northern Kentucky University, and Thomas More College, and are committed to sharing their learning with the other faculty members at monthly faculty meetings. The school offers other professional development opportunities aligned with the school goals, which include instruction in many areas of technology, Accelerated Reader, record and grade keeping, anti-bullying, mentoring, the use of test results, and other religious and educational topics.

These educational opportunities have supported student learning at Saint Agnes School. Teachers who are active in attending these workshops have attained new techniques and methods and have demonstrated this learning in the classroom. The students are the winners.

Saint Agnes School supports professional development and will pay for any teacher attending such workshops. Substitute teachers are provided so teachers can attend workshops during the school day.

6. School Leadership:

At Saint Agnes School there is a full-time principal and a part-time assistant principal. Their leadership activities are many and varied. Teachers' lesson plans are reviewed, classroom observations are conducted regularly, discipline is maintained, and the responsibilities that are described in the administrator's job description are addressed. Decisions are made with student welfare being the first priority.

An atmosphere of professional and collaborative leadership is fostered in all the faculty at Saint Agnes School making faculty members leaders also. The yearly goals, successes, and concerns of the students and the school are discussed by all the faculty members. Most plans and decisions are agreed upon with all members having participation in the decision making. There are regular monthly faculty meetings and weekly faculty communication meetings. The faculty develops shared visions for student achievement in grade level meetings. Faculty lead a variety of the school committees and make decisions for the rest of the faculty and school community. Many teachers give their time and talents to help the school be the best it can be.

Students are asked to take leadership roles both in their classrooms and in the daily life of the school. They lead all-school prayer each day over the intercom, volunteer for peer tutoring, raise and lower the flag, help with Advent and Lenten projects, help younger children in various ways, take charge of the recycling program, serve as liturgists and music technicians at all school liturgies, lead the Peace and Justice committee, and lead in many other school activities. Younger students lead in classroom roles and classroom duties.

Saint Agnes School has many parent leaders who volunteer their time and talent to help Saint Agnes School. The Board of Education, made up of parents and parishioners, is the parish leadership committee for school policy. The PTO and Boosters aid the school in fundraising, all the sporting activities, and the care of the fields and the gymnasium. There are parents and teachers who take the leadership for Scouts, Academic Teams, MathCounts, Chorus, Everybody Counts, Steps to Respect, and many other school extracurriculars.

Saint Agnes School is blessed with many fine leaders, not just the two who have the title.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$2000</u>	<u>\$3345</u>	<u>\$3345</u>	<u>\$3345</u>	<u>\$3345</u>	<u>\$3345</u>
K	1st	2nd	3rd	4th	5th
<u>\$3345</u>	<u>\$3345</u>	<u>\$3345</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 4450 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 461
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?
7 %

Subject: Reading

Grade: 3 Test: Terra Nova

Edition/Publication Year: 2nd Edition/2000 Publisher: McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	74	68	69	63	69
Number of students tested	51	59	50	58	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 4 Test: Terra Nova

Edition/Publication Year: 2nd Edition/2000 Publisher: McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	80	82	68	70	58
Number of students tested	54	51	59	55	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: Terra Nova

Edition/Publication Year: 2nd Edition/2000 Publisher: McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	78	77	70	72	69
Number of students tested	54	51	59	55	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 5 Test: Terra Nova

Edition/Publication Year: 2nd Edition/2000 Publisher: McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	83	67	69	64	55
Number of students tested	48	57	47	48	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 5 Test: Terra Nova

Edition/Publication Year: 2nd Edition/2000 Publisher: McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	82	74	73	68	77
Number of students tested	48	57	47	48	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 6 Test: Terra Nova

Edition/Publication Year: 2nd Edition/2000 Publisher: McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	71	69	73	78	78
Number of students tested	55	48	48	45	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: Terra Nova

Edition/Publication Year: 2nd Edition/2000 Publisher: McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	70	76	79	81	83
Number of students tested	55	48	48	45	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 7 Test: Terra Nova

Edition/Publication Year: 2nd Edition/2000 Publisher: McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	77	81	79	81	63
Number of students tested	47	45	40	43	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 7 Test: Terra Nova

Edition/Publication Year: 2nd Edition/2000 Publisher: McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	83	73	74	81	65
Number of students tested	47	45	40	43	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

----- **END OF DOCUMENT** -----