

PART I - ELIGIBILITY CERTIFICATION

12PV151

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12PV151

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 22

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	34	31	65		6	23	14	37
K	22	24	46		7	22	20	42
1	20	25	45		8	19	22	41
2	22	17	39		9	0	0	0
3	19	22	41		10	0	0	0
4	11	16	27		11	0	0	0
5	15	22	37		12	0	0	0
Total in Applying School:								420

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
0 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
6 % 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 2010-2011 school year: 2%

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, 2010 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2010	444
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: $\frac{5\%}{23}$
 Total number of students who qualify: $\frac{23}{23}$

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: $\frac{5\%}{21}$
 Total number of students served: $\frac{21}{21}$

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>9</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>1</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>2</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>7</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>5</u>
Total number	<u>37</u>	<u>15</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: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Located in the small city of Elizabethtown, Kentucky, Saint James Catholic Regional School (SJCRS) was established in 1870 by the Sisters of Loretto. The school went through many changes including the addition and construction of new buildings in the 1950's for a high school. A new grade school building was built in 1963, however the high school closed in 1969 due to financial shortages. Eventually the grade school moved into the high school building in 1971 and a new church was built on the present site.

Currently, the campus remains at the original location in downtown Elizabethtown serving grades K-8 and housing a preschool for three and four year olds. The enrollment of 420 students consists of two classes at each grade level. The current faculty and staff are numbered at fifty-two.

In 2007 SJCRS was established as the Regional Catholic elementary school for Region X of the Archdiocese of Louisville. The school is supported entirely by Saint James Catholic Church as a stewardship parish. SJCRS is not a tuition based school. It is open to all members of the parish regardless of socioeconomic advantages. Members of the parish are encouraged to contribute an affordable monetary amount based on their stewardship to the church. Non-members are required to pay the full tuition amount. Due to its close proximity to Fort Knox Army Post, SJCRS is proud to serve as the Catholic educational institution for many military and civilian families living in the area. The school also serves as the regional Catholic education for Meade and Larue counties in Kentucky. The school is accredited through the Southern Association of Colleges and Schools.

Outlined within the mission and vision statements of SJCRS are key elements critical to the success of each student. The school strives to transform the world one child at a time through excellence in faith formation and education. The mission for the school is set forth by a community of parents, students, and staff, who are united with Christ in the commitment to awakening a call to faith formation in students. Faith formation includes instilling a sense of responsibility, fostering a love for life-long learning, developing leadership skills, and transforming lives in hopes of building a better future for the world.

SJCRS offers a challenging academic and religious education for all grades. The Archdiocese of Louisville provides a comprehensive curriculum in the core subjects of mathematics, science, reading and language arts, foreign language (Spanish), religion, and social studies. The school also provides study in technology, library skills, art, music, and physical education. Community service is a required and integral part of carrying out the mission of developing faith-based, responsible leaders for the future. Fifth grade students must complete no less than sixteen service hours a school year and students in grades six through eight must complete no less than thirty-two hours per school year. All students reach this goal.

SJCRS continues to excel in student test scores as well as academic based competitions on both the local and regional levels. Based on test scores, the school has qualified to participate in the Blue Ribbon School application process four out of the last five years. On average, 45% of the seventh graders qualify to take the ACT or SAT through Duke TIP. Last year ten students received state recognition and four students received national recognition based on their ACT scores. Technology labs are complete with new state of the art computers and software. SMART Boards are accessible for use in the classrooms. Funding for the purchase of new technology is generated through the fundraising efforts of the PTO and parishioners of Saint James Church. The PTO coordinates many school and community fundraising events throughout the year in which many hands come together to provide much needed support for the stewardship based school.

Many extra curricular activities and opportunities for enrichment are offered to students at SJCRS. These include athletic teams for boys and girls (basketball, track, soccer, cross country, swimming, golf, cheerleading, jump rope) as well as academic teams (Whiz Kids, Future Problem Solving, Math Counts, Quick Recall, Knowledge Masters, KUNA) and service based organizations (Boy Scouts, Girl Scouts, Daisy Scouts, Pen Pal programs). The faculty and staff are trained in the Peace Builder program, Drug Awareness Resistance Education (D.A.R.E.), as well as Good-Touch/Bad-Touch and CPR certification procedures.

SJCRS has a tradition unlike any other...a tradition in faith, a tradition through responsibility, a tradition of achievement, and a tradition of partnership for overall success in life. These core values represent the hallmark of a SJCRS education. The faculty and staff believe that learning is a continuous process. The idea of differentiation in the classroom is embraced as a way to meet the individual needs of students while still encouraging the development of leadership and accountability for self and others.

1. Assessment Results:

Saint James Catholic Regional School used the Terra Nova, 2nd Edition Standardized Test published by CTB McGraw-Hill from 2005-2008. The Terra Nova 3rd Edition has been used from 2008-2011. It is administered annually to all students in grades 3, 5, and 7. The test provides data regarding student achievement in reading, language, mathematics, spelling, science, social studies, and word analysis. 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 the student's obtained level of achievement, the stakeholders (administrators, teachers, and parents) can determine if the student is working to his/her maximum potential. Most of the students at SJCRS achieve above their anticipated score.

The test scores are reported in National Percentiles in a score of 1 to 99. Across the grade levels tested, the school test scores are consistently above the anticipated scores. It is noted that Saint James Catholic Regional School test scores are also above the Archdiocese of Louisville average scores.

In the years 2005-2007, Terra Nova 2nd Edition test results showed high percentile scores in both math and reading. Beginning in 2008-2009, the Terra Nova 3rd Edition was administered and the test results showed a decrease in percentile scores. According to CTB/McGraw Hill this can be explained, "Because the forms are not parallel, the year to year comparability might be somewhat lower when using Terra Nova 3 for the first time than it has been in previous years..."

The Reading Subcategory shows higher percentiles than the Vocabulary Subgroup in grades 3 and 7. Strategies for improvement have included Reading First (in conjunction with the NCLB Act), Catholic Reader, Learning Tools (Earobics-phonics based learning software), STAR Reading, Million Word Recognition, Accelerated Reader, Early Literacy and technology based programs.

Likewise, the Math Subcategory shows higher percentiles than the Math Computation in grades 3 and 5. Strategies for improvement have included a realignment of the curriculum for grades 6-8 in 2010-2011. In addition to a new text book and the acquisition of Acuity Algebra online assessments throughout the year, the curriculum was aligned so that all 7th graders receive Pre-Algebra and 8th graders receive Algebra. This realignment was due to the revised math curriculum of the Archdiocese of Louisville.

2011 scores in Math Subcategory in grades 5 and 7 show a significant increase from 2010. Reading Subcategory scores in grade 5 also indicate a significant increase from 2010, however Reading Subcategory scores in the seventh grade indicate a slight drop of 1.5 from the previous year. Noted, is the overall drop in the Archdiocesan average Reading Subcategory scores of 1.0. Dually noted is the drop in scores from the third grade class in both Reading and Math Subcategories. After careful inspection upon this class as a whole, it is acknowledged that 47% of the third graders tested were receiving services through 504 plans, speech, occupational therapy, Title 1, or additional tutoring provided by the school or another outside means. As a whole, this is a small class totaling 27 students and it should be recognized that their scores, with 47% receiving specialized services, are still above the Archdiocesan average by three points in the Reading subcategory and four points in the Math subcategory.

The Parish community at Saint James Catholic Regional School has high expectations for students. Academic teams begin in the fourth grade. The school has excelled in competition at district, regional, and state competitions. Trophies are displayed in cases for all stakeholders to view as representation of the academic success of Saint James Catholic Regional School students.

2. Using Assessment Results:

The major goal of the assessment system at Saint James Catholic Regional School is to evaluate and guide instruction, measure growth and development of individual learning, provide reliable and valid evidence of continuous student progress, and communicate meaningful information to stakeholders. Assessments include, but are not limited to, performance assessments, checklists, criterion reference tests, and norm reference tests. The staff provides students and families with helpful detailed feedback concerning the strengths, progress, and areas for growth based on the exact assessment data.

The Terra Nova and the ACRE (Assessment of Catechesis/Religious Education) test data are examined by the administration and faculty each spring. The group uses the current year's scores along with longitudinal scores to set goals for the School Improvement Plan and Long Range Plan in order to raise student achievement the following year. The analysis of the testing data is used to evaluate the effectiveness of instruction and provide information concerning individual achievement. The test data is also used to determine the areas of strength and opportunity for the continued growth and health of individual students. The STAR Reading and Early Literacy assessments are administered to the students at the beginning of the school year, then monthly thereafter to determine reading strengths, areas for improvement, and to monitor progress throughout the year. Pearson online math assessments and Acuity Algebra online assessments are also administered to aid instructors in the evaluation and goal alignment for their students monthly.

Several years ago, the test results showed average reading scores. As a result, goals were made to improve reading scores across grade levels on the standardized tests. New text books were chosen carefully, Plaid Phonics books adopted, and Accelerated Reading was emphasized. The researched based learning tools of Earobics, and STAR Reading software were purchased and implemented. The determined efforts by all to initiate improvement resulted in students achieving higher scores in reading.

Important practices during Terra Nova Testing Week are communicated through the school website, Friday Folders, and the One-Call System. These include healthy eating habits, rest, and attendance to ensure families are aware of the importance of Test Week. PTS Conferences are scheduled in grades 3, 5, and 7 to review and explain Terra Nova Achievement Test scores. The data is analyzed each spring to develop the School Improvement Plan to raise student achievement. The test scores are also located on the school website. Scores are sent to the Archdiocese of Louisville to be evaluated with other schools in the district where they are then used to help acknowledge strengths and weaknesses and guide decisions regarding changes to the curriculum.

Decisions to improve the school's curriculum are made every year as a team effort. The administration and faculty analyze the test data and watch for trends. Using the Terra Nova in conjunction with other assessment data, the faculty and staff strive to provide the students with the instruction necessary to ensure their success in the classroom and for life.

3. Sharing Lessons Learned:

SJCRS uses many avenues to communicate to the school community regarding students, their performance, and assessment data. The school utilizes the media via local newspapers to publish photos with descriptions depicting weekly highlighted activities within the school. Information may also be sent to religious Diocesan newspaper publications in hopes of sharing the success of SJCRS with other schools in the district. In addition, the Honor Roll is published in the local newspaper quarterly. Parent-Teacher-Student Conferences are provided for each student at the end of the first quarter each school year. Additional PTS Conferences may be scheduled per student/parent/teacher at any other time throughout the year. Interim reports are provided midway through the nine week quarter as another form of documentation to ensure student progress is acknowledged. SJCRS recently implemented grades online as part of their School Improvement Plan to build continuous communication and empower students and parents with information concerning progress/activities within the classroom. Further communication is

generated through the school website, email system, and One-Call System which are used to provide information regarding upcoming events, schedules, and Testing Week.

Star Reading assessments and Accelerated Reader reports are sent to parents and students through Friday Folders. At the end of the school year, the school leadership provides a recognition ceremony for all regional school community members to attend. Honor Roll, Perfect Attendance, Reading Awards, and Excellence Awards are distributed to all those that qualify.

In addition to the school website for sharing success, www.edline.net/pages/sjs-etown, the Diocese also uses a common website, www.Archlou.org. This strengthens the link among the schools within the district. As part of the Archdiocese of Louisville, the school also celebrates the successes of the diocese, sharing the vision and goals of the Office of Education and the Superintendent of Schools.

SJCRS has often played host to professional development opportunities for teachers and faculty members from surrounding areas and schools due to its central and regional location. Professional development workshops have included Differentiation, Cyber Bullying, Math Instructional Strategies and Curriculum, Understanding and Communicating Standardized Test Scores, and Drug Awareness. Currently, the school is organizing a regional professional development on the subject of School Law for educators in the surrounding area. Topics and ideas for professional development workshops are generated from educators and are chosen based on need and current best practices. These workshops provide another forum for educators to share their success stories with other professionals.

4. Engaging Families and Communities:

The success stories of the students of Saint James Catholic Regional School are shared in the local and Diocesan newspapers, the church bulletins, the school's Friday Folders, the school website, the email and One-Call System, and through various parent/community meetings scheduled at the school.

Parish families are invited to attend weekly liturgy with the students. Community neighbors are invited to an annual Open House, Fall Festival, and Catholic Schools Week liturgy and Chili Supper. Brochures, formal letters, informational packets, and DVDs are sent to local Chamber of Commerce, area realtors, Civic Organizations, new parishioners and others inquiring about the school. Members of the Saint James Catholic Regional School Board visit with regional parishes to share the successes of the school and extend an invitation to visit the campus. Within recent years, SJCRS staff and school board members have begun sharing assessment results and school successes with incoming military families at BRAC fairs and activities at Fort Knox and in surrounding states. On a smaller note, students from Saint James Catholic Regional School participate in local and civic activities or contests such as Women's Club Poetry, Conservation Essay and Poster, Spelling Bee, Boy Scouts Right to Life, and the Heartland Community Festival Float in representation of the school and the values instilled within the students themselves. This perhaps is the most influential and best form of sharing the core values of the school with the community.

Understandably a vital part of sharing success by Saint James students is the vast number of service hours provided to the community of Elizabethtown. Students have participated in Habitat for Humanity, St. Vincent DePaul Society, Vacation Bible School, Wall of Food at the Heartland Community Festival, Thanksgiving Dinner preparation and delivery, Heifer International, Rosary Making, Walk for Life, March of Dimes, D.A.R.E. Program, Community Pen Pals, Conservation Education, and Christmas Angel Tree Program.

1. Curriculum:

The daily curriculum at Saint James School is grounded in religion which is lived, not simply learned. From sacramental preparation to daily moral teachings, students grow in their knowledge of liturgical training and appreciation of catholic beliefs. Students in pre-Kindergarten through grade eight, study and practice religion daily. The priests and youth director are daily fixtures at the school and interact with the students on a continual basis.

The comprehensive Language Arts curriculum includes reading, literature, writing, spelling, vocabulary, grammar, and public speaking. Students maintain portfolios of their work. The school library supplements the Language Arts curriculum with a wide selection of books, magazines, and materials. The school encourages and supports the Catholic Reader Program.

The Mathematics curriculum includes daily instruction. It begins with patterns in pre-Kindergarten and commences with Pre-Algebra in the seventh grade and Algebra in the eighth grade. Weekly math mad-minute assessments are used in the primary grades.

Science is a planned spiral curriculum to ensure that all science topics are covered during the elementary years at Saint James School. A Science Fair is held every other year. K-5 science teachers use a "broad brush" approach, exposing students to numerous topics over the year with attention to hands-on learning. In grades 6-8, science teachers go deeper into the subject matter, expecting proficiency and mastery to prepare students for high school.

The Social Studies curriculum includes good citizenship at the local, state, and world level. Geography, history, civics, and global connections are topics included in the Kindergarten through eighth grade. Teachers incorporate field trips and guest speakers as often as possible. Students enter civic sponsored contests and are involved in civic activities. SJS normally sends 75% of their middle school student body to participate in the Kentucky Youth Assembly.

Spanish is part of the curriculum for students in grades 4-8. Students attend Spanish classes weekly. An accredited Spanish teacher has been part of the faculty for several 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 Fine Arts curriculum consists of music and art. Students dance, sing, and play instruments in music class. Classes also participate in several choral concerts throughout the year. Students in art develop skills by incorporating the elements and principles of art in their work and studying the work of famous artists, periods of art history, and art careers. Pre-school three and four year old students also attend related arts classes.

Physical Education develops skills and good sportsmanship with an emphasis on physical fitness. Classes include health, instruction in various sports, and participation in active games. The Jump Rope Presentation Group is formed through the PE classes.

Students have weekly classes in Technology. Primary students learn the use of the computer by developing keyboarding skills and writing simple stories. Intermediate and middle school students learn to use the computer as a tool for various school projects, including research. Power Point, Excel programs, I-SAFE, and Microsoft word processing are part of the classes offered to students. Pre-Kindergarten students attend technology classes weekly.

As a Catholic school, the mission of "fostering the growth of lifelong learners who strive for academic excellence within the loving Christian community" is viewed as the center of all learning. With that in mind, religion is understood as the model of behavior lived each day and the heart of the school. The Golden Rule is the expectation and standard to be followed in all aspects of school life. Thus, children come to school ready to learn and create an atmosphere of learning for all other classmates.

2. Reading/English:

The objective of the reading program is to foster a lifelong love of reading and challenge each student to become a motivated, independent reader performing at or above grade level.

Saint James Catholic Regional School acknowledges that creating proficient readers is critical to ensuring success in all academic areas, but that not all students acquire successful reading skills through the same methods. With this understanding, the school provides a variety of approaches to reading, eliminating an "either/or" approach, and providing a "both/and" philosophy. Title 1 services are offered to students who qualify and an "in house" tutor is available to assist those students who have additional needs and/or do not qualify for Title 1.

Saint James uses Reading First (embraced by the Archdiocese of Louisville), a professional development initiative, to provide teachers with scientifically based information and proven strategies for reading instruction. The school selected Reading First as a tool to continue to increase reading scores. Reading First and No Child Left Behind established a goal that each child be able to read on grade level or higher by the end of primary and continue reading on grade level or higher throughout their school career.

The pre-Kindergarten pre-reading strategies include rhyming, introduction to the alphabet, story-telling, and an appreciation for books/reading. The Kindergarten curriculum is based upon a firm foundation of phonemic awareness, phonics, vocabulary, sight words, comprehension, and responses to literature. The curriculum scaffolds to ensure all students learn to approach reading with numerous strategies for comprehension.

Reading assessments, including STAR Early Literacy, STAR, and Accelerated Reader assist teachers with individual students in efforts to strengthen the application of reading skills in science, social studies, and math. Balanced literacy is used in all grades to enable students to use strategies such as noticing, wondering, predicting, making connections, and thinking before, during, and after reading. Teachers model the skills of good readers and students are encouraged to become good readers. With this in mind, it is understood that good readers become good writers and all students are taught to be authored.

3. Mathematics:

Teachers in grades K through five use the ENVISION Math Series by Scott Foresman for its spiraled curriculum and online access to enrichment lessons and assessments. Additional materials are available for use with students who need further practice or intervention with concepts presented in the curriculum. Teachers use manipulatives, technology, white boards, mad minutes, and other materials to enhance lessons within the classroom. Parents are given math websites in hopes of encouraging extra practice and concept awareness in their children. Pre-assessments, formative assessments, and summative assessments are used throughout the year to ensure each student is challenged in their learning and lessons are designed to remove the learning ceiling.

Students in grades six through eight use Saxon Math. Ability grouping begins in the seventh grade where students are introduced to Pre-algebra concepts. Students in the eighth grade take Algebra and depending on ability, may be exempt from freshman Algebra in high school. Ability grouping began recently and was instituted to address the needs of acceleration of students attending surrounding high schools. It has also helped to increase scores in Math on standardized tests. More recently, Acuity Algebra online

assessments were added to the curriculum to help teachers and students target skills in need of additional focus.

4. Additional Curriculum Area:

Civic engagement is the hallmark of Catholic education. Saint James Catholic Regional School has designed and developed a spiral social science curriculum which instills in every child the civic responsibility for making informed decisions for the public good and improving the human condition. The social studies curriculum is taught through an integrated approach of disciplines; history, citizenship, economics, geography, religion, sociology, and psychology.

Teachers in grades Kindergarten through five use the McMillan/McGraw Hill social studies series. The fourth grade studies include a study of Kentucky; while grades six through eight study world and American history.

At Saint James, students are involved in a variety of experiences within and outside the classroom. Students participate in a wide variety of responsibility training programs. Primary grades are instructed in "Stranger Danger". The fifth grade attends Conservation classes provided by Hardin County Extension Services. Both fifth and eighth grade students learn about the dangers of drugs through the D.A.R.E. program. Middle school students participate in the "Why No" abstinence program.

The students learn about community through partnerships with various agencies and organizations. Students learn about the interdependence of one another by collecting canned goods for the local Saint Vincent DePaul Society, raising money at various times during the year for Relay for Life, the Crisis Pregnancy Center, Saint Marc Parish in Haiti, U.N.I.C.E.F., and the American Heart Association. Students enter civic contests and are involved in civic activities. Students annually volunteer more than 4,000 hours of service to the community.

Teachers strive to develop individuals who will be leaders in the community, willing to make a difference in a culturally diverse, democratic society in a global world. Saint James Catholic Regional School follows the mission statement of transforming the world one person at a time.

5. Instructional Methods:

The faculty and staff at SJCRS believe that learning is a continuous process throughout life. The uniqueness of each child is embraced through the implementation of research based instructional strategies, innovation, and activities that facilitate achievement for all students on a daily basis.

As a school, research based strategies such as Reading First, the Peace Builders (Anti-Bullying) program, Minds in Motion, and Higher Order Thinking have been implemented. In addition, students use research based learning tools such as Earobics (phonics based learning software), STAR Reading software, Quantum Classroom Amplification Systems, scribes/readers, and SMART Boards.

The teachers strive to make the classrooms conducive to learning by using best practices. Differentiated instruction methods are used to meet the ability level of each student based on the data from pre-assessments, interest inventories, and Multiple Intelligence surveys. Teachers also use formative and summative assessments to guide and pace instruction.

Teachers are well planned each day with thoughtful lessons which engage the students. Teachers often work together to plan cross-curricular lessons/units. Learning activities include but are not limited to reading, writing, presenting, viewing, listening, note taking, discussion and guided practice, and hands-on inquiry.

Students who seem to struggle academically or with behavior receive support services such as Title 1 provided by Hardin County Schools, speech therapy provided by Elizabethtown Independent Schools, and Special Needs plans and counseling services and "in house" tutoring provided by Saint James Catholic Regional School. Students may receive additional tutoring services before/after school hours from teachers, retired educators, and peer tutors. Students at all levels are provided support through differentiated instruction.

In addition to the basic core curriculum classes, students may choose to participate in Arts and Humanities activities, academic challenge teams, study skill groups, and extra key boarding classes. Throughout the school year, students enter many local, state, and national poster and writing contests.

6. Professional Development:

All teachers and administration at Saint James Catholic Regional School attend professional development workshops and continuing education courses in efforts to enhance student learning and development in the classroom. The faculty develops their Professional Growth Plans based on student data, Archdiocesan initiatives, and the School Improvement Plan. The faculty may attend research based workshops through the local public schools, a two week Archdiocesan institute in June, as well as seminars throughout the year.

Each year, the school offers embedded development in various technology areas such as SMART Board use, Accelerated Reader, Early Literacy, STAR Reading, Peace Builders (Anti-Bullying) program, KTIP resource teachers for interns, grade keeping, CPR and First Aid certification, and other religious and educational topics. More recently SJCRS Faculty began professional learning communities with various book studies on differentiated instruction.

Teachers are expected to stay current with best practices and new educational research. Teachers have attended workshops on differentiated instruction, multiple Intelligences, brain research, best practices, learning disabilities, legal issues, and others. Several teachers are attending classes for advanced degrees through Western Kentucky University, Spalding University, and the University of Louisville. Ideas gained in these classes are shared with other teachers in levels meetings and faculty meetings.

Saint James Catholic Regional School supports professional development and will pay for any teacher attending workshops. Substitute teachers are provided when workshops are held during the school day.

7. School Leadership:

SJCRS follows the Archdiocese of Louisville policies and curriculum manual. At the school there is a full-time principal and a full-time assistant principal. Their leadership ensures the school's vision, purpose, and goals guide the teaching and learning process through lesson plan analysis, staff professional development, participation of Archdiocese of Louisville initiative Reading First, and Bi-monthly Faculty Meetings to update staff on current issues and calendar activities. The administration at SJCRS encourages best instructional practices within the classroom through thoughtful examination of current strategies. A member of the administration at SJCRS participated as a presenter at the National Division of Early Childhood Conference in the year 2000 and has published a research based (study) article in the August 2003 education journal issue "Education & Treatment of Children".

Faculty leadership is demonstrated through professional learning committees, Family Life Programs, Academic Teams, Good-Touch/Bad-Touch, District Choir, D.A.R.E. Program, Athletic teams, Seasonal Choral Productions, and plays. The school maintains membership in the Kentucky Science Teacher Association, the National Science Teacher Association, the Kentucky Music Education Association, the National Catholic Education Association, and the Association for School Curriculum Development.

Student leadership is noted in student led prayer and liturgy planning, morning and afternoon traffic patrol, announcements, peer tutoring, broadcasting, reading buddy programs, and Peace Builder programs. Public speaking is addressed in student led liturgies and music ministries. SJCRS also fosters student leadership by sending the largest middle school delegation in the state each year to the Kentucky Youth Assembly. Students are encouraged to run for leadership positions at KYA each year.

PTO leadership is seen through continued collaboration with the school to plan fun learning activities with the students. PTO events allow stakeholders to be involved in planning, hosting, and volunteering at various school events. All school events are open to the community and area parishes, and community involvement is encouraged. Stakeholders can volunteer through activities such as the Saint James Community Fall Festival, Chili Supper and Auction, Field Day, Catholic Schools Week, and eighth grade graduation.

Parent/Parish leadership roles include Girl Scouts and Boy Scouts, Academic and Athletic Teams, Room Parents, Morning Traffic Patrol, Tutoring programs, Pen Pal Programs, and PTO Organized Activities. Activities during the school day also require stakeholder assistance such as serving lunches in the cafeteria, assisting classroom teachers, working in the library, guest speaking, scribes, readers, and assembling Friday Folders.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV151

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4100</u>	<u>\$4100</u>	<u>\$4100</u>	<u>\$4100</u>	<u>\$4100</u>	<u>\$4100</u>
K	1st	2nd	3rd	4th	5th
<u>\$4100</u>	<u>\$4100</u>	<u>\$4100</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? (School budget divided by enrollment) \$4100

5. What is the average financial aid per student? \$0

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
0%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 0%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	81	84	78	84
Number of students tested	31	39	38	49	50
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					
Please see page 11 of CAPE directions concerning school disaggregation of assessment data (less than 10 students).					

12PV151

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	84	75	67	75
Number of students tested	31	39	38	49	50
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					
Please see page 11 of CAPE directions concerning school disaggregation of assessment data (less than 10 students).					

12PV151

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	72	81	78	75
Number of students tested	37	41	49	46	48
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					
Please see page 11 of CAPE directions concerning school disaggregation of assessment data (less than 10 students).					

12PV151

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	71	80	76	78
Number of students tested	37	41	49	46	48
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					
Please see page 11 of CAPE directions concerning school disaggregation of assessment data (less than 10 students).					

12PV151

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	77	88	85	85
Number of students tested	45	45	37	35	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					
Please see page 11 of CAPE directions concerning school disaggregation of assessment data (less than 10 students).					

12PV151

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova 3

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	81	86	84	81
Number of students tested	45	45	37	35	39
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					
Please see page 11 of CAPE directions concerning school disaggregation of assessment data (less than 10 students).					

12PV151