

PART I - ELIGIBILITY CERTIFICATION

12PV36

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

12PV36

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: Suburban

4. Number of years the principal has been in her/his position at this school: 7

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	46	51	97		6	27	17	44
K	16	23	39		7	15	12	27
1	17	21	38		8	19	17	36
2	27	21	48		9	0	0	0
3	22	24	46		10	0	0	0
4	19	23	42		11	0	0	0
5	23	21	44		12	0	0	0
Total in Applying School:								461

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
93 % White
3 % 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: 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, 2010 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2010	460
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

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: 6%
 Total number of students who qualify: 28

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: 9%
 Total number of students served: 41

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>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>3</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>0</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>19</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>4</u>
Paraprofessionals	<u>6</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>34</u>	<u>8</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: 23:1

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	97%	95%	98%	97%	96%
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?

Seven years ago Seton Catholic School, located in Lexington, Kentucky, opened its doors for its inaugural school year with an enrollment of 307 preschool through 8th grade students. Faculty, staff, administration, and parents began Seton's mission "to promote academic excellence, individual responsibility and spiritual awareness among students in order that they may learn and live more fully in relationship with God and others." Throughout the last 6 ½ years the school has flourished, grown, evolved and established itself as a reputable school with a strong academic and religious program. In its short history, Seton has grown in enrollment with a current population of 461.

The faculty and staff at Seton is one of the school's greatest strengths. The school employs 42 qualified and motivated teachers, paraprofessionals and support staff. Of those, 31 are certified teachers all teaching in their area of certification, 80% hold a Masters Degree and the average years of experience is 14. Professional growth in the areas of analyzing assessment data and differentiation has been notable. The faculty supports students' needs beyond the classroom and the school day by volunteering after hours to sponsor and coach extra and co-curricular activities. Because of faculty support and willingness, students benefit from a wide variety of enriching activities which include choirs, academic teams, math team, yearbook staff, jump rope club, Girls on the Run, technology team, cartooning class, Lego-Mindstorm, basketball, soccer and volleyball.

The professionalism of the faculty allows students at Seton to benefit from the various differentiation strategies teachers implement. Differentiated instruction is a strength of Seton. Through assessment analysis, entrance and exit slips, and pre-tests teachers understand their students' strengths and weaknesses and have learned to drive their instruction to meet student needs. Group work, leveled readers, varied assignments, parent communication and utilizing resource personnel in the building are tools teachers use daily in goals of differentiated instruction. Seton met a long term goal when an Inclusion Teacher was added to the faculty in 2010. This addition has allowed the school to better meet the needs of students with identified disabilities, which comprises 9% of the enrollment.

Technology has become one of Seton's greatest strengths and methods for differentiation. The school recently upgraded its infrastructure to include a new server, upgraded internet service through fiber optics, and a web-based administrative software system, RenWeb. A milestone was reached with the implementation of a 1:1 laptop program in the middle school enabling full integration of technology as a tool for learning. Middle school students utilize cloud storage and assignment submissions using eBackpack. Primary and intermediate classrooms are equipped with SMART Boards, and all rooms utilize LCD projectors for visuals during instruction. Web-based programs such as Accelerated Reader, MAP, and STAR reader are staples in the school's assessment and instruction.

Seton is a safe school, creating a nurturing learning environment and providing parents confidence and comfort. The PeaceBuilder's Program and the Peaceful Playground are both a part of the culture at Seton. Utilizing the PeaceBuilder's philosophy, students are taught conflict resolution, compassion, tolerance and forgiveness. In the fall of 2011 another milestone was reached with the implementation of a stewardship curriculum that teaches the students to think beyond their own needs, by being exposed to the needs of *The Elderly*, *The Sick*, and *The Poor*. Seton students learn compassion and develop the ability to help others. These programs, combined with daily prayer, help to create a safe, faith-filled school where students learn in a caring environment.

Over the years, the school has met several milestones in meeting the needs of families with two working parents. In 2010, Seton added full-time childcare for its preschool students ranging from ages 2 through 5 from 7:30 am – 6:00 pm. This program, called Playschool, provides hard-working parents the peace of

mind that their child is cared for in a safe and nurturing environment throughout the day. In addition, the afterschool care program, which provides childcare and enrichment for grades K-8, became licensed in 2009, and a summer child care program was added that same year.

Each of the aforementioned strengths, coupled with each milestone along the way, culminates in perhaps the school's greatest strength: the academic program. With the focus of instruction on the Common Core State Standards, academics at Seton are rigorous and strong. Assessment results indicate that Seton is certainly worthy of Blue Ribbon status. With scores well above the qualifying cut scores, Seton has a six-year record of proven success.

Strong academics emphasizing technology taught by qualified personnel, a culture centered in family, enriching programs, and a school that teaches and encourages a caring awareness toward the needs of others is a winning combination. It is for these reasons that Seton Catholic School is a prime example of a Blue Ribbon School, where indeed no child is left behind.

1. Assessment Results:

Part A:

Seton Catholic School administers the 3rd edition of the Terra Nova annually to grades 3, 5, and 7. Each year since our opening in 2005 Seton's performance on the Terra Nova has exceeded national standards. Test results from the spring of 2011 place Seton in the top fifteen percent or higher as compared to schools across the nation.

When analyzing the Terra Nova scores it is the expectation that the school scores above the national average in all areas. Scores that fall below the 75th percentile are scrutinized by the faculty and administration; goals are set and an action plan is developed to drive instruction for improvement in targeted areas. Terra Nova scores are also reviewed longitudinally to understand trends and set goals for professional development, programming, and staffing.

In addition to Terra Nova, students in grades K-8 take NWEA's Measure of Academic Progress (MAP) three times per year in the areas of Reading, Language, and Math. Data analysis of MAP scores provides teachers their student's instructional level and measures growth over time. Students who fall below national averages in reading and math are targeted with Response to Intervention (RTI) services through Title I, small group instruction, or instruction from the school's inclusion specialist. It is the expectation of the school that all students are proficient, that is to say be performing at or above their grade level in math and reading as determined by their RIT and Lexile scores provided through the MAP assessment.

PART B:

Seton Catholic School opened in August 2005 as a brand new school in the Diocese of Lexington. In the spring of 2006 students in grades 3 through 8 were assessed using the Terra Nova norm referenced test and the results established the school's performance baseline and guided the faculty in decision making about programs, instruction, and professional development.

When the school opened, *Everyday Math* was selected as the school's math program for grades K-6 and the 7th and 8th grade utilized *Transitions* from the University of Chicago Math Project, and *Prentice Hall* for Algebra. The middle school started with one math instructor for grades 6, 7, and 8 and students were placed in classes based solely on their grade level. When analyzing students longitudinally a trend that became apparent was a drop in math scores between 5th and 6th grade. The administration and faculty attributed the decline in scores in the transition to middle school to programming, scheduling and staffing in the middle school math program.

With Math Computation falling below the 70th percentile in the elementary grades, this skill was noted as an area to be targeted for improvement. Through analysis of the test scores in the Professional Learning Community meetings, the elementary teachers placed their focus on the *Everyday Math* program. The *Everyday Math* program is a spiraling curriculum which provides the students a process by which review and re-teaching concepts increases comprehension and application of those concepts. The faculty overwhelmingly agrees that this is true of *Everyday Math* except in the area of math computation. Teachers noted a lack of thorough practice of skills in the areas of addition, subtraction, multiplication and division. Consequently, it was concluded that the math program was directly related to the relatively low score in math computation, and that supplementation was needed for students to attain mastery of basic math facts.

In the fall of 2010 Seton implemented NWEA's MAP assessment in grades K through 8th. The purpose of the implementation was to provide teachers more timely data on students' instructional level and measure their growth over time. Students are assessed three times each year in the areas of language, math and reading. Data obtained from MAP has been very important in identifying student's who were performing significantly above grade level and students who were performing below grade level. In the area of math, 89% are identified as meeting or exceeding state standards and 11% of students school wide are identified as performing below standard. In the area of reading, 92% of students school wide are identified as meeting or exceeding state standards, while only 8% are performing below standard. This information provides teachers important data that guides instruction for each student, thus moving each student ahead through appropriate grouping strategies and better targeted direct instruction. Prior to this data, teachers were left to use more random assessment methods, and were often left teaching to the mid range in hopes of meeting the needs of most students rather than all students.

2. Using Assessment Results:

Seton Catholic School teachers have made important advances in analyzing and applying assessment data to drive instruction for students at all levels. Through the use of data obtained from Terra Nova, MAP, STAR Reader, Lexile Reports, and Renaissance Learning's Accelerated Reader, teachers are able to establish baselines for learning, set goals, guide instruction and monitor student growth. In addition, the school can conduct a more holistic approach to analyzing success of programs, professional development, and teacher performance. The advantage of strong and valid data is apparent in the instructional methods being implemented by the teachers at Seton.

Longitudinal assessment data, obtained from Terra Nova test scores, indicated a need for systematic change in the area of math computation in the elementary grades. In the spring of 2010, the faculty, through their Professional Learning Communities, concluded that the *Everyday Math* program lacked practice and reinforcement of basic math facts in the areas of addition, subtraction, multiplication, and division. The teachers worked cooperatively to establish an alignment of the math facts from Kindergarten through fifth grade. Each teacher agreed upon a level of mastery expected at the end of each grade level, and instructional methods and materials were explored and agreed upon.

A drop in achievement scores in math was noted as a consistent area of concern when students transitioned from 5th to 6th grade. Over the last four years, significant systematic changes have been implemented in an effort to better meet the needs of the students. In 2005, the school had 1 math instructor for middle school math, and now the school has 4 instructors for middle school math. The additional instructors allow students to be placed in classes based on their performance level rather than by their grade level. Through scheduling and staffing, Seton has been able to offer a math program that places students in classes that are driven by the students' ability, thus allowing teachers to guide their instruction to meet *all* of the students' needs rather than *most* of the students' needs. This concept is implemented from grades 4 through 8 with each grade level having a math class offered during first period each day, allowing students to be placed appropriately for better direct instruction. Assessment data is critical to the placement of students in the math program at Seton.

Through workshop training, teachers have become more knowledgeable regarding the use of Lexile scores in the instruction of reading. The school library and classroom libraries have taken on the task of labeling all of the books with Lexile scores, and the library managers provide students direction in selecting appropriate reading materials based on their Lexile scores. Teachers in the intermediate grades utilize MAP assessment data, unit pretests, and Lexile scores to implement their collaborative literary groups. Teachers are collaborating across their grade level rather than simply focusing on the students assigned to their homeroom. By analyzing the assessment data across the grade, teachers are able to create learning groups based on student ability, and thus direct their instruction to meet those needs. So be it moving a group of gifted students to a higher level, or providing remediation to a group of students who are struggling, the use of assessment data for establishing valid learning groups is an essential part of student success at Seton.

Parents are called upon to help with the education of their children. Teachers meet with every student's parents each October to provide, review and answer questions about their child's fall MAP scores and their current progress in their class work. At this conference parents are provided resources, mostly leveled learning websites, that they can help their children access to reinforce instruction at school. Parents can also sign up to receive regular e-mail updates on their child's progress in the Accelerated Reader program. Teachers in the elementary grades require that parents sign reading logs getting their support in implementing the premise that the more students practice reading the better readers they become. Seton promotes student success in reading by honoring students with Accelerated Reader awards to students who meet their reading goals. Accelerated Reader awards are given twice each grading period and at the end of the year awards ceremony.

Test scores are shared with prospective parents in the information packet, scores are posted on the school's website, and assessment data is provided to parents and parishioners. While assessment data is often deemed as threatening in today's world of high stakes testing, the Seton community views the data as a means for continued improvement and affirmation in their work. Seton Catholic School is proud of their standardized assessment data and shares it with the community at large as a testament to their successful academic program.

3. Sharing Lessons Learned:

Teachers at Seton Catholic School constantly reach out to other educators within the Diocesan Catholic schools, local private schools, and Fayette County public schools, to share resources and best practices that they have found useful in their classrooms. Collaboration is an integral part of our educational community and important to our success as teachers.

At the yearly Diocesan in-service, Seton teachers share educational ideas. Educators from across central and eastern Kentucky meet by grade level to discuss new ideas and strategies to implement assessments, differentiation, and classroom management skills. Elementary and middle school teachers are asked to bring one lesson to present, and time is spent discussing successes in the classroom.

Seton collaborates with local schools concerning the curriculum. This fall, another local private school came to observe a fourth grade social studies class in order to help them review their own social studies curriculum. The teachers also discussed project ideas, literature books that tie into content area, and field trip ideas.

Recently our third, fourth, and fifth grade classes have incorporated a new literature group format. This format allows teachers to differentiate instruction, so that students read on their level and produce work appropriate to their ability. Seton teachers share successful literature group information and book ideas with other schools using the same literature format and with Seton faculty.

In math, the teachers communicate ways to incorporate SMART Boards into their Math curriculum. The amount of available presentations is abundant. Teachers give feedback to one another on the presentations that they have used in class and have found to successfully engage the students. Successful and engaging lessons and pre-made interactive presentations are routinely emailed to colleagues at other Diocesan schools. Middle school math classrooms, utilizing online mathematical instruction, have been observed by visiting Diocesan personnel with follow-up discussion led by Seton math faculty members.

In the second year of MAP implementation, Seton hosted an in-service to delve into how to use MAP scores within the curriculum. Teachers shared their past year's experiences with analyzing and utilizing MAP results. Many educators have found it helpful to use the results in grouping, assigning enrichment activities, and identifying individual gaps in learning.

Seton teachers strive to be active collaborators within the educational community, and continually seek new and innovative ways to contribute engaging and meaningful learning opportunities to other schools.

4. Engaging Families and Communities:

Seton utilizes the skills and expertise of students' parents and grandparents through a variety of volunteer opportunities. Parents provide transportation for field trips, share personal expertise, serve as classroom monitors and assistants for small group activities, organize class holiday activities, and participate in family homework assignments. Correlation between family involvement and student confidence and achievement is present in students' attitudes and successes. Seton Catholic School believes strongly in a triangular learning arrangement of teacher, student, and parent.

Seton has incorporated community and parental participation through its annual Health Fair. Five volunteers with medical experience donate time by giving presentations in areas of health and wellness. Professionals in specialized fields visiting the classrooms engage the students and demonstrate to them that learning occurs in many forms. Junior Achievement, a national organization bringing real world business situations to the classroom, affords the perfect opportunity for parent or community participation. Volunteers oversee a series of economics-based lessons, opening students' eyes to future possibilities in the workplace.

Another educational area in which parents are called upon to provide assistance is that of reading fluency. When parents are invited to attend informative workshops providing tools and strategies for working with their own student at home, they feel more a part of the educational community. Once their feeling of involvement is reinforced, groundwork can be laid for asking volunteers to listen to and chart reading fluency progress.

Parishioners with library skills participate in planning such programs as the Annual Diocesan-wide Spelling Bee. Academic Teams provide an arena whereby parents can become KAAC officials, practice with students and prepare for events, and fill roles at the Governor's Cup competitions. Students' academic progress is evident due to parental involvement.

While our students grow from the many volunteers who come into our school to support our mission, they also benefit from the service they perform in the community at large. Through volunteering at The Ronald McDonald House, The Catholic Action Center, and various food drives students learn the importance of serving those in need. The school also has a relationship with a nearby nursing home, providing students the opportunity to know and appreciate the elderly in our community. Through this community service our students find reward and success by helping others.

Seton teachers are constantly looking for ways to involve family and community. *Working together* is a prevailing and continual goal.

1. Curriculum:

Seton Catholic School's mission statement drives the curriculum: academic excellence to assure students are prepared for college and career readiness, individual responsibility guaranteeing a life time of learning, and spiritual teachings nurturing the souls of students.

The science curriculum at Seton provides opportunities to learn science concepts, develop the ability to think critically, create ideas, investigate, analyze and draw conclusions. Full Options Science System (FOSS) is the program that guides implementation of the science curriculum. Aligned by teachers with attention to students' prior science content, scope and sequence has been adapted to ensure that all concepts are taught at the appropriate developmental levels. Science classes at Seton are engaging, relevant, and encourage higher order thinking skills that are relevant for the work force of the 21st Century.

Social studies expose students to a wide spectrum of content and knowledge by teaching communities, state, world and U.S. history, geography, civics, economics, and current events. The content begins with communities, broadening to encompass more global content. Middle school focuses on world geography, ancient history, U.S. history and civics. Most important to encouraging analytical thinking is the relationship teachers build between our past, our present, and our future.

Common Core State Standards guide teachers' English language arts instruction. Elementary teachers utilize the Lucy Calkins writing program to guide students through the writing process. With this developmentally appropriate approach to writing, a strong foundation for writing develops. With the implementation of the Common Core State Standards, students in the elementary grades develop in all aspects of language, from vocabulary to types of writing, to production and research in writing. In middle school the focus in language arts develops further to support college and career readiness. In reading, students are taught to infer, analyze, evaluate, and integrate a variety of informational and literary texts. Through daily instruction in writing, middle school students write in a variety of genres which include expository, narrative and persuasive. Further details regarding the teaching of reading is included in the reading component of this application.

Math instruction is guided by the Common Core State Standards and student readiness. Elementary students are instructed using the *Everyday Math* program, and middle school students utilize *Digits*, *PowerAlgebra* and *PowerGeometry* developed by Pearson Education. A detailed explanation is provided in the mathematics component of this application.

Through semi-weekly classes, students are taught the fine arts throughout all grade levels in the areas of art, music, and band. Art students learn the seven elements of art, focus on the principles of design, and create from a variety of media with emphasis placed on craftsmanship. In music, elementary classes emphasize rhythm reading, vocal development and learning the elements of music. Aspects of the Kodaly and Orff systems are used for instruction and experiencing musical elements. Intermediate students learn to play the recorder while middle school focuses on music history and appreciation. Students in 5th-8th grades may choose band with specialization in a brass, woodwind or percussion instrument.

Seton is in compliance with the Blue Ribbon program's foreign language requirements. Exposure to the Spanish culture and language begins in kindergarten and develops through the 8th grade. The elementary students participate in a bi-weekly audio-visual program, providing exposure to the culture, foods, geography and language. Sixth through 8th grade students attend Spanish class twice per week for 50 minutes per class throughout their three years in middle school.

Through incorporation of movement concepts, sports and lifetime fitness skills, Seton physical education provides students a love for being fit and healthy while teaching them to be proactive in taking care of themselves. The concepts of fair play and teamwork are also emphasized.

2. Reading/English:

Seton bases its reading instruction on the National Reading Panel's recommendation for reading success, which includes phonemic awareness, phonics instruction, fluency, vocabulary, and comprehension. Through the integration of the Houghton Mifflin's "Literacy for a Lifetime", Phonics Dance program, and reading instruction in the content areas, the primary grades implement a balanced literacy approach to teach reading.

Primary grades use The Phonics Dance to increase phonics skills; it was selected because of its multi-sensory instructional approach. Through music, rhyme, movement and chants students develop phonemic awareness and confidence in decoding skills and fluency. The primary team of teachers understands that developing mastery in phonics and phonemic awareness creates proficient readers. Students receive daily small or whole group reading instruction providing guided reading time focused on building comprehension, vocabulary, and background knowledge. Students apply skills and strategies during independent reading to become proficient readers. Students, grouped homogeneously and heterogeneously, also participate in 30 minute long literacy centers. These groups are formed, and change, based on in-class assessments, Lexile and MAP scores, helping to ensure that all students are reading texts appropriate to their individual reading levels.

As students transition out of the primary grades and into intermediate and middle school levels, reading instruction continues on a daily basis. The focus changes from an emphasis on phonics to a focus on comprehension, fluency and vocabulary development. Reading at this level combines the use of trade books, Prentice Hall Literature textbook series, and a vocabulary text in the middle grades. All were selected specifically to create a program balanced with exposure to the varied genres, to practice and assess comprehension, and to further develop student's vocabulary. Teachers in the upper grade levels utilize various grouping techniques to target students' strengths and weaknesses. Groups are formed using assessment data and pretests, and the reading groups change often throughout the year.

Seton's reading program was developed to ensure that all students are successful in their individual reading goals, and that all classroom instruction is aligned with Common Core State Standards. Students who are performing above grade level are challenged through the Accelerated Reader program. Using Lexile scores, reading goals are set each trimester, thus providing them the challenge to read more and at higher levels. Students who achieve their reading goals are honored several times throughout the year. Title I/inclusion services and small group instruction are provided for students who are performing below grade level.

3. Mathematics:

Mathematical instruction at Seton Catholic School focuses on the concepts of the Common Core State Standards. Instruction ensures advanced students perform at their highest level and challenges students who need additional assistance to meet their goals. Algebraic concepts and using reasoning and math sense to solve problems are introduced in the primary grades and continue throughout the elementary curriculum. Students model math problems in real world situations and present viable written arguments with their solutions. Continual evaluations, both informally in daily classroom work and formally with regular written assessments, enable teachers to monitor student progress.

The *Everyday Math* program is used for math instruction in kindergarten through 5th grade. Lower grades employ small group instruction, partnering, and independent work to assist in individualized learning. Pretests help determine make-up of groups and development of individual students plans.

Manipulative based instruction includes the use of math tiles, balance scales, SMART Board and internet technologies to enhance lessons with visuals and practice, making math lessons come alive. In 4th through 8th grades, mathematical instruction occurs at the same time each day, which allows homogenous groups to move among the classes. Higher level students advance based on standardized test scores, classroom achievement and teacher recommendation.

In 2011 Seton instituted a web-based, comprehensive math curriculum that incorporates best practice in teaching middle school math. The 6th and 7th grade programs, *Digits* by Pearson, allow for individualized learning paths and self guided exploration options. Additional instruction for 7th and 8th graders who qualify consists of Pearson Algebra I Common Core or Pearson Geometry Common Core. Featuring two separate online components, *PowerAlgebra* and *PowerGeometry* have a textbook with interactive lessons and real world video connections, and *MathXLforschool* consists of homework, quizzes, and tests. Both *Digits* and *MathXLforschool* provide opportunities for individualized learning plans, online immediate homework assistance, online textbook access, and communication with their instructor. Inherent in this program is immediate teacher feedback. This new technology approach to mathematical instruction helps the teachers maximize classroom instruction time and allows for work within small groups to develop ideas or clarify understanding of a skill. Approximately 20% of 8th grade students earn high school credit for Algebra I and geometry, while 70% earn credit for Algebra I. Middle school students are placed into math classes based on standardized test scores, classroom achievement and teacher recommendations.

With emphasis on analytical thinking and real world application Seton's math curriculum supports high school, college and career readiness.

4. Additional Curriculum Area:

Seton Catholic School offers students a wide variety of opportunities to develop skills in the arts. In addition to art and music curricula and extra-curriculars, Seton offers a weekly Bible-based art/music enrichment class for students in grades 2-4. Selected participants excel in art, music, academics, and demonstrate exemplary behavior.

The music program at Seton strives to develop students' musical literacy. Preschool students implement the musical elements through activities and performance. The elementary curriculum is Kodály-based; students spend over 50% of their musical studies singing and studying music for worship in thoughtful ways. The remainder of instructional time develops literacy and appreciation skills. Beginning in fifth grade, students choose band or general music. While band students focus on learning to play an instrument, middle school general music classes concentrate on music history and appreciation, including preparing and analyzing music for worship.

In visual arts, elementary students are introduced to the basics of two and three-dimensions through a variety of lessons and projects. Students learn the elements of art and focus on the principles of design. In addition, they develop an understanding of the color wheel, drawing, shapes, painting, collage, and sculpture. Artwork is created from a variety of media with emphasis placed on craftsmanship. In middle school, lessons on the elements and principles of design are incorporated, and students enjoy more challenging projects in drawing, painting, mosaics, collage, and sculpture. Art history and appreciation are also integrated throughout art classes.

After school, Seton offers art classes, cartooning classes, two choirs, a cantor training program, an instrumental worship ensemble, and, beginning in 2012, a drama/musical club. In addition, Seton offers music "retreats," summer camps, and opportunities for tutoring/private lessons. Students participate in school performances and have opportunities to help lead worship music at parish masses.

The young artists and musicians of Seton Catholic School have been awarded many honors and have gone on to participate in their high school and collegiate programs successfully. The upper level choir

participates in adjudicated festivals annually and often is rated superior and best in class. Students have performed in national, regional, state, and local honors ensembles and events, as well as art competitions and shows throughout the community. Annually, students' artwork is displayed at the school-wide "Artrageous Event." The fine arts program has been awarded grants to support the curriculum and programs enabling the school to further enhance its students' artistic experiences.

5. Instructional Methods:

Realizing that the students' ability levels and learning styles are diverse is critical to successful differentiation. The faculty at Seton recognizes this and implements a variety of instructional methods to provide effective differentiated instruction. These include, but are not limited to: the incorporation of technology such as SMART Board interactive activities, visual and auditory presentations, flexible and fluid grouping in both math and reading.

In an effort to ensure growth for every student, MAP scores, Lexiles, and interest inventories are used to develop reading groups. In kindergarten through second grade leveled reading groups are utilized for reading instruction. Beginning in the 4th grade literature groups are formed across homerooms based on student's strengths and weaknesses. In mathematical instruction, second graders take unit pre-tests and results are used to divide children into appropriate learning groups across the two second grade homerooms. These grouping techniques allow teachers to target instruction to students based on their needs, thus maximizing instructional time through teacher collaboration and more targeted instruction.

Students identified as having talents in the areas of visual and performing arts are targeted for the enrichment program developed by the art and music faculty. Through this enrichment, students have opportunities to explore and enhance strengths by working on special high-interest projects such as creating and performing plays, videos, and puppet shows.

Perhaps the most notable accomplishment in differentiation through technology is the incorporation of the online math program for all middle school students. This web-based curriculum published by Pearson/Prentice Hall provides for acceleration and remediation through adaptive technology that intuitively adjusts to each individual student's performance on daily tasks. This program assists teachers in providing fully differentiated math instruction, while motivating students who are now known as "Digital Natives."

Seton utilizes the Accelerated Reader web-based reading program. While the program helps teachers assess comprehension of independent reading, it also provides differentiation by allowing students to take comprehension tests on books that they have read that are on their reading level.

For students not performing at grade level, teachers have resources available through a Title 1 reading teacher, an on-site speech therapist, and an inclusion specialist. To better assure the success of every student, these resource teachers support identified students' needs through individual and small group instruction. In addition, they collaborate with parents and teachers to guarantee that individualized programs are designed and implemented appropriately.

6. Professional Development:

Administration and faculty at Seton Catholic are committed to job embedded professional development. Seton teachers are expected to complete four days of professional development annually. Objectives for professional development are formed by the principal based on teacher input, current assessment data, and relevant best practice in education. This year's focus for PD is the implementation of Common Core Standards and increased use of technology in instruction.

To assist teachers with the implementation of the Common Core Standards whole faculty training was provided prior to the start of school. A specialist was hired to facilitate training which provided an overview of the standards and then teachers worked in levels to align school curriculum to common core. The presentation also incorporated the use of our MAP formative assessment as it relates to the new standards.

Seton's Professional Learning Communities have joined a larger PLC through the web based resource of Edweb.com, providing a broader community of professionals with whom to collaborate and share. Edweb is administering monthly webinars focused on the implementation of the Common Core Standards. Seton's PLC's participate in the monthly webinar sessions which cover topics such as *understanding the CCCS, deconstructing the CCCS, closing the achievement gap, engagement strategies that work*, to name a few.

With the addition of a one-to-one learning environment in the middle school, teachers have been provided training regarding the use of technology for instruction. Specifically, teachers learned how to utilize eBackpack for assignment submissions and cloud storage. Additional training on administrative software has provided standardization in reporting, documentation, communication, lesson planning, and grade reporting throughout the school. A second focus of professional development supporting objectives in both technology and Common Core Standards is the implementation of the web-based math program for middle school. Middle school teachers were provided a full day of development on the new program. The presenter related the use of technology for differentiation, assessment, and providing instruction utilizing the technology.

Best practice in education supports that a multi-sensory approach to instruction is effective instructional method. For this reason the primary grades have adopted the Handwriting Without Tears program. Professional development provided teachers a working knowledge of the benefits of this approach. Teachers were taught appropriate strategies and their implementation at the appropriate developmental stages.

Seton Catholic job embedded professional development opportunities empower the faculty with the most current research and strategies for effective implementation.

7. School Leadership:

Seton Catholic School benefits from a learning climate where leadership is fostered and shared among its administrators, teachers, students, and parents. Seton benefits from a principal and an assistant principal who are collaborative in their work. Both administrators work to create a learning climate that keeps the needs of the students the focus of those working in the school. The principal places importance on maintaining an engaging and positive school atmosphere where high expectations are placed on teacher and student performance. Through data analysis, observation, and teacher input the principal sets annual goals and works diligently and cooperatively with the faculty to achieve school success.

Seton teachers are teacher leaders. In the recent strategic planning process teachers assumed leadership roles in coordinating six committees to create the school's five year long range plan. Currently, teachers are leading committees through the Kentucky Non Public School Accreditation process. In addition, faculty works together in Professional Learning Communities, in which collaborative groups focus on a professional topic and work together to grow professionally.

The school's mission states a commitment to promoting student responsibility; one way this is accomplished is through promoting opportunities for student leadership. The Middle School House System affords middle school students the leadership roles as House Leaders. Students also take on the responsibility of school recycling, Technology Team and the school yearbook. Older students partner

with younger students as mass partners and reading buddies and benefit from being role models for their younger schoolmates; setting good examples encourage and promote personal leadership skills.

Parents share important leadership roles at Seton Catholic School. The school board, which includes parents as leaders, is an advisory board to the principal and pastor. The board works to ensure financial security, the mission, and positive image of the school in the community. Parents are dedicated to the success of the school and its students. Parent volunteers are valuable contributors and serve in many capacities: teacher helpers, health room nurses, cafeteria servers, marketers, and ambassadors of the school. Parents also take an active role in extra-curricular student activities such as academic team, athletic teams and choir. The school's technology program has been successful under the leadership of parent volunteers. Because of their participation, the school has implemented a one-to-one laptop program, added a mobile lab, purchased new computers for the faculty, and reconfigured the network to be more efficient and reliable.

PART VI - PRIVATE SCHOOL ADDENDUM

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>\$4550</u>	<u>\$4550</u>	<u>\$4380</u>	<u>\$4380</u>	<u>\$4380</u>	<u>\$4380</u>
K	1st	2nd	3rd	4th	5th
<u>\$4380</u>	<u>\$4380</u>	<u>\$4380</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5580

5. What is the average financial aid per student? \$1395

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
5%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 19%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	83	83	82	73	83
Number of students tested	43	49	43	36	21
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					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV36

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	78	83	78	71	67
Number of students tested	43	49	43	36	21
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					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV36

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month		Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score		63	66	85	87
Number of students tested		46	35	20	28
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
4th grade was not tested in 2010-2011. In that year we tested only the mandated grades of 3rd, 5th, and 7th.					

12PV36

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month		Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score		64	66	76	79
Number of students tested		46	35	20	28
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
4th Grade was not tested in 2010-2011. In that year we starting testing only the mandated grades 3rd, 5th, and 7th.					

12PV36

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	74	83	78	78	86
Number of students tested	44	34	27	33	34
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					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV36

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	74	77	74	78	86
Number of students tested	44	34	27	33	34
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					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV36

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month		Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score		76	78	76	84
Number of students tested		34	35	43	38
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Grade 6 did not test in 2010-2011. In that year we tested only mandated grades 3rd, 5th, and 7th.					

12PV36

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month		Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score		77	80	75	81
Number of students tested		34	35	43	38
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Grade 6 was not tested in 2010-2011. In that year we tested only the mandated grades of 3rd, 5th, and 7th.					

12PV36

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	86	86	87	88	83
Number of students tested	36	37	36	38	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV36

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	77	74	73	82	82
Number of students tested	36	37	37	38	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV36