U.S. Department of Education
2014 National Blue Ribbon Schools Program

[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mrs. Maryann Hayslip
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. Aloysius Catholic School
(As it should appear in the official records)

School Mailing Address 122 Mt. Mercy Drive
(If address is P.O. Box, also include street address.)

City Pewee Valley   State KY   Zip Code+4 (9 digits total) 40056-9068

County Oldham   State School Code Number* 440

Telephone 502-241-8516   Fax 502-243-2241

Web site/URL   http://www.staloysiusky.org   E-mail mhayslip@staloysiuspwv.org

Twitter Handle   Facebook Page
staloysiusky   http://www.facebook.com/staloysiusky Google+

YouTube/URL   Blog   Other Social Media Link

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Mrs. Leisa Schulz
(Specify: Ms., Miss, Mrs., Dr., Mr.,
Other)   E-mail: lschulz@archlou.org

District Name Archdiocese of Louisville   Tel. 502-448-8581
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

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

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

_____Date_____
(School Board President's/Chairperson's Signature)

Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be 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.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The 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.

10. 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.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   38 Elementary schools (includes K-8)
    (per district designation):   0 Middle/Junior high schools
                                            9 High schools
                                            0 K-12 schools

                                            47 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [ ] Suburban with characteristics typical of an urban area
    [X] Suburban
    [ ] Small city or town in a rural area
    [ ] Rural

3. 6 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total
PreK	12	14	26
K	11	27	38
1	22	18	40
2	22	29	51
3	19	21	40
4	17	22	39
5	27	22	49
6	25	26	51
7	32	23	55
8	31	14	45
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	218	216	434

5. Racial/ethnic composition of   1 % American Indian or Alaska Native
    the school: 2 % Asian
                                           0 % Black or African American
                                           2 % Hispanic or Latino
                                           1 % Native Hawaiian or Other Pacific Islander
                                           93 % White
                                           1 % Two or more races
                                           100 % Total

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	6
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1	446
(5) Total transferred students in row (3) divided by total students in row (4)	0.040
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 1 %
                                                        4 Total number ELL
    Number of non-English languages represented: 1
    Specify non-English languages: Spanish

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

    Total number students who qualify: 2

If this method is not 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.
The percent of students who qualify is actually 0.5% but only whole numbers could be entered into the box above. Our initial application did indicate the 0.5% which is the accurate number.

9. Students receiving special education services: <u>11</u> %

                                                        <u>49</u> Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1 </u>Autism	<u>0 </u>Orthopedic Impairment
<u>0 </u>Deafness	<u>25 </u>Other Health Impaired
<u>0 </u>Deaf-Blindness <u>9</u>Specific Learning Disability	
<u>1 </u>Emotional Disturbance	<u>7 </u>Speech or Language Impairment
<u>3 </u>Hearing Impairment	<u>0 </u>Traumatic Brain Injury
<u>0 </u>Mental Retardation	<u>1 </u>Visual Impairment Including Blindness
<u>1 </u>Multiple Disabilities	<u>1 </u>Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>11:1</u>

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _____ No <u>X</u>

    If yes, select the year in which your school received the award.

PART III – SUMMARY

St. Aloysius Catholic School is a PreK-8 elementary school located in the Louisville suburb of Pewee Valley, Kentucky.Founded in 1926 as a one-room schoolhouse, St. Aloysius Catholic School now serves over 400 students in a multilevel complex as an integral part of a thriving parish.The influx of students over the past decade has allowed for positive growth, while still maintaining a small-school, family environment.The school's mission is to serve students through Christ-centered formation and academic excellence.Graduates will be well prepared for high school academics, eager for life-long learning, and committed to living their Catholic faith.

Our faculty strives to challenge students at every level while demonstrating commitment to their own growth as educators.Currently, 86% of teachers have a Master's degree or beyond.In addition to monthly professional development sessions, teachers attend summer institutes and national workshops on topics such as differentiated instruction, Common Core application, and technology integration.Topics such as ADHD, anxiety disorder, and dyslexia are also researched so that all student issues can be professionally addressed.In addition, faculty members and parents sponsor many extracurricular activities such as Book Clubs, Governor's Cup, Art Club, Choir, and Student Council.Our teachers and parents are committed to helping every child find his or her niche.

We also work to bring the outside world into the classroom further preparing students for the future.Law enforcement officers, dentists, clergy, and doctors are regular guest speakers at our school.Elementary students learn about the economy through Junior Achievement sponsored presentations facilitated by local business people.Sixth graders enjoy creating a mock city and researching/acting out jobs such as politicians, city planners, news reporters, etc.Eighth graders learn the importance of creating and maintaining a personal budget.In a life-skills unit they must find a job, rent an apartment, pay bills, and keep a checkbook up to date.Through these types of activities, students come to understand their place in the community and recognize every day adult responsibilities.

Traditional academics are also highlighted at St. Aloysius.We have a tiered program in math and reading to ensure that each child is challenged appropriately in these fundamental areas.We have seen the rewards of this approach both inside and outside of the classroom.This year 45% of seventh graders qualified for the Duke University Talent Identification Program.Eighty-four students (42%) were eligible for GATES Gifted And Talented Educational Seminars, an inter-school enrichment program.Besides the traditional curriculum, all students have art, music, library, Spanish, and PE every week.Academically, our students are meeting and exceeding goals at school, local, and national levels.

Students at St. Aloysius enjoy the comforts of modern technology with SmartBoards and voice amplification systems in each classroom.In addition, all teachers have iPads and students have access to laptops, tablet technology, and a fully equipped computer lab.Technology lessons are woven throughout the curriculum, with middle school students receiving additional classes in graphic design concepts. Teachers integrate authentic use of technology allowing students to become more actively engaged in their learning.

St. Aloysius has an ongoing tradition of outreach toward each other as well as our broader community.Students have the personal touches of big brothers/sisters for primary students and a middle school community system.There are various service programs available to students as well.We have worked as a school to collect food for local pantries, done toy drives for children's hospitals, provided presents for needy families at Christmas, and worked with Catholic Charities to set up apartments for refugee families.Our students know they can make a difference through their contributions of time, talent, and treasure.We consider this another true sign of success.

The pervasive feeling at St. Aloysius Catholic School is one of community.Students and faculty alike are encouraged to, and actually do, go beyond minimum requirements to ensure academic and social needs are met.They step forward to offer their assistance knowing there is unending support from each other, parents, and administrators.As we continue to strive for excellence, we are confident that our strong community develops students spiritually, socially, and academically.

While all of this information supports our desire to become a Blue Ribbon School of Excellence, the best piece of evidence comes in our school planning process.We are in a continuous cycle of self-examination, data collection, and goals assessment.Parent, faculty, and student surveys guide the administrative decision making process.This input is invaluable as we look at our program and course-correct as necessary.We believe St. Aloysius offers an excellent educational experience.We are committed to taking the necessary, pro-active steps to propel this excellence many years into the future.

St. Aloysius is an outstanding example of Blue Ribbon Excellence producing students of character, ready to make a difference in the world.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) St. Aloysius administers the Terra Nova, third edition, as mandated by the Archdiocese to grades 3, 5, and 7 every spring.We have chosen to also test grades 2, 4, and 6 to assemble a more complete testing profile for each student.Usually, we focus on the MNCE scores to compare St. Aloysius to Archdiocesan averages, compile longitudinal data on groups of students, and to explain individual results to parents.Most adults are familiar with the bell curve, and it is easy to show areas of mastery as well as areas for growth using this method.In general, students scoring in the 40-60 point range would be considered average for the nation and are acceptable overall for our program.We have found, however, that the average area at St. Aloysius is actually in the 50-70 point range.A student scoring in the 40 point area is certainly not in crisis, nevertheless, we would want to analyze scores and identify areas for growth.Students scoring in the 0-30 range may need specific academic interventions to find success at St. Aloysius and these scores are one of several determining factors for placement in our tiered reading and math groups.Moreover, it is not uncommon to have a large number of students scoring in the 80-99 range both in particular subject areas as well as for their total score, which we would consider proficient/distinguished.This year for example, 45% of seventh graders earn a score of 95 or higher in one or more areas of the Terra Nova which qualified them to participate in the Duke University Talent Identification Program.Our overall scores are traditionally at or above the Archdiocesan averages as well as state and national standards for proficiency.

b) Our faculty holds high expectations for all students.We do not have any significant subgroups, so analysis reflects our student body as a whole.Overall, the test scores for the last five years at St. Aloysius have remained strong with a general pattern of improvement.Because of our close attention to results, this pattern of growth has become the norm at St. Aloysius.The faculty and administration at St. Aloysius believe every child can be successful with the appropriate guidance.Data is continually evaluated to promote growth over time with adjustments in programming, staffing, resources, etc. made as necessary.If the reported scores are reorganized in a longitudinal approach focused on the same student group versus grade levels, you will see that over the past five years, as a whole, students' scores in both math and reading increased every year without exception.These positive gains come in spite of the increased level of difficulty found as both curriculum and expectations intensify.

As reported, fourth grade reading scores from 2010 were our weakest area; yet, they were still only four points away from cut off scores.Due to consistent evaluation, a case was made for the addition of a new faculty member to work with students in grades 3-5.The subsequent year, the intermediate resource teacher increased her weekly hours.These staffing changes facilitated a nine point gain in the 2011 testing results for fourth grade reading.Building on that success, we extended the additional resources to fifth grade the following year.Fifth grade, which had declined by 8 points in reading and 5 points in math in 2011 showed remarkable recovery in 2012 gaining 8 and 4 points respectively.Data drives our distribution of resources, which in turn, drives our students to success.

Another area that may cause concern is the drop in fourth grade math scores each year.While there is a 9 point difference from 2009 to 2013, the last four years have stayed consistent with only a one or two point fluctuation.The overall decrease was addressed with both a change of staffing as well as a restructuring of classes.In 2009 math classes were divided into three groups:approaching grade level, at grade level and above grade level.While this division was beneficial for those at or above grade level, those below grade level continued to struggle.In the 2011-2012 school year, students were redistributed to form an accelerated class and two other mixed ability classes.This allowed for continued smaller class size, yet held all students to high expectations and gave struggling students peer role models with which to work.Data shows the success of this approach as we have made positive gains since this change.

Again, if we look at the progression of the same group of students over time, you will see that all have made gains in both reading and math.In almost all cases, a decreased score in the grade level spreadsheet can be attributed to one particular class, our current eighth graders.This group has performed lower overall due to an increased number of students with learning challenges and behavioral needs.It does seem odd, however,

to discuss their "lower" performance when they earned Terra Nova math scores 17 points higher than the cut off score.Regardless of the students' backgrounds, they have made significant progress.As reflective practitioners, it is our job to meet the students where they are and support them as they move forward.It is evident that this is the case at St. Aloysius.

2.   Using Assessment Results:

A child should not be evaluated by a single assessment but by an accumulation of data.As guides for differentiation and/or intervention students at St. Aloysius complete pre-assessments, formative assessments, as well as summative assessments.These results are shared with students and parents in an effort to provide the best educational experience possible.Terra Nova test results are a fundamental indicator of student achievement as well as guideposts for curriculum development.

Administrators review standardized test scores with teachers in grade level meetings and trends are reviewed in light of the whole school.School MNCE scores are also compared to the average of the Archdiocese.As part of standardized testing, students take a cognitive assessment test, with special attention being given to anticipated versus obtained scores.Our obtained scores are consistently at or above the anticipated scores, giving proof that our varied instructional strategies are indeed effective.In years past, inconsistent gains in reading scores prompted the addition of a new faculty member to improve our student / teacher ratio in this area.We have also developed tiered reading groups so that students can work at a more individually appropriate rate and level.Continual assessment of our programs drives out complacency and challenges students to work at their maximum level and teachers to meet their needs.As early as kindergarten, students are given readiness tests.These screenings provide teachers and parents valuable information on each child's strengths and areas for growth.Early assessment results such as these are just as important as seventh grade Terra Nova tests because they offer concrete data and a specific direction in which to work.

The administration at St. Aloysius continually communicates with faculty, parents, students, alumni, and the community at large regarding school performance.Each fall an updated school profile including demographic information, testing data, and goals is presented to parents then posted on the school website.This enables parents and the general public to be clear on where the school stands as well as the direction it plans to take.Regular press releases are sent to local newspapers and published in the parish bulletin so that our hard work is shared with all stakeholders.

Parents have online access to student grades and homework assignments through Edline, an online grading system.Parent-Teacher-Student conferences are held twice a year in conjunction with midterm grading reports.A final conference at the end of the school year is also an option.When formalized testing reports are available, they are sent home with an explanation page, frequently asked question page, and a comparison chart of St. Aloysius and Archdiocesan averages.Every effort is made to ensure our community clearly understands assessment results.Students with 504 plans have additional meetings each fall, spring, and as needed throughout the year to monitor progress.Teachers maintain a phone/email log and are strongly encouraged to make positive contact with parents.The success of our program depends on continual, quality communication between parents, school personnel, and our community at large.

3.   Sharing Lessons Learned:

St. Aloysius is no stranger to sharing practical strategies with neighboring schools and the community at large.As part of the Archdiocese of Louisville, our teachers host and attend professional exchange groups.These groups provide technical information such as wiring requirements and concerns for iPad implementation as well as practical classroom applications such as exercise games for primary students in PE.Because these groups meet at a different school each month, there is a wide variety of participants.Run by teachers, for teachers, these workshops provide an invaluable, realistic look at today's classroom challenges and successes. In addition to these exchange groups, each summer the Archdiocese of Louisville sponsors a Summer Institute of teacher professional development seminars.St. Aloysius sends teachers to share ideas and lead sessions at this event.Most recently, our librarian held two workshops entitled, "Literacy Centers in the Primary Grades" and "Newbery Award Winners for the Classroom."

St. Aloysius has also partnered with Oldham County Public Schools hosting prominent speakers and hands-on workshops in the areas of differentiated instruction and reading interventions.This summer, 32 teachers from five different schools attended a workshop entitled "The Daily 5 and Common Core" which was hosted by our school.After the initial presentation, teachers were invited into our actual classrooms to see how these concepts could easily be put into action.This open-classroom policy enables visiting teachers to observe methodologies first-hand and provides opportunities for our own teachers to learn from each other.

These large scale workshops are not the only way we share our successful strategies.Our assistant principal has worked individually with other schools' testing coordinators to review and revise procedures regarding standardized testing and data collection.An intermediate teacher is currently serving on a language arts curriculum committee with members from 22 schools.St. Aloysius coordinates the Young Authors program for the eastern division of the Archdiocese which is made up of 14 schools; answering general questions and offering individual guidance and support as needed.Leading by example, our principal meets regularly with other principals of our region to share ideas on curriculum implementation, policy updates, and special programming.St. Aloysius staff members are active contributors to the future success of their educational community.

4.   Engaging Families and Community:

The relationships between St. Aloysius School and our parent and greater community are a vital contributor to the success of our overall school program.Parents and parish members are extremely involved through organizations such as the Parent Teacher Organization, Men's Club, and Women's Club.These groups contribute funds that support not only our classroom curriculum, but also our sports programs, health awareness initiatives, learning differences programs, and many other areas.While their monetary support is certainly appreciated, their moral support and dedication of time and personal resources make St. Aloysius School a truly child-centered environment.These groups have regular monthly meetings with updates from the principal in addition to various emails, public announcements, and personal communications between their leaders and teachers or administrators.

Engaging parents through school board participation, long-range planning, and need specific committees provides St. Aloysius with input and expertise key to ongoing success.Parent input is gathered throughout the year via formal online surveys, the meetings mentioned above, and the administration's open-door policy.Surveys focus not only on our current program, but also the perspective of new families in our school, recently graduated alumni, and families that have transferred from our school.Our most recent end of the year survey had an 83% completion rate which is a testament to our exceptionally involved parent base.Because of this continual exchange of viewpoints, our students benefit from a wide variety of ideas and problem solving approaches.It also allows our administration to be proactive in areas that need attention.The principal has added a blog to the school website so that parents can easily stay current on school affairs.Parent conferences, online grades, and continual feedback on student progress allow parents to work closely with teachers in providing a rich educational experience.

Our strong school community is further enhanced through several partnerships with local agencies that also support student success.These partnerships offer our students real world connections to their classroom lessons.Whether it's learning to create a household budget with Junior Achievement, exercising with area health clinicians, or having a healthy cooking lesson from a professor from the local culinary school, our students are able to put knowledge into practice.Teachers are encouraged to look outside the school building for resources and often find new and creative ways to make lessons come alive.Such community based relationships offer exceptional opportunities to our students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum of St. Aloysius is based on the Archdiocese of Louisville Curriculum Framework.This framework is aligned with national standards and with the Learner Goals and Academic Expectations established by the Department of Education of the Commonwealth of Kentucky.Currently, we are also incorporating the Common Core Curriculum.

Language Arts (Reading, Spelling, Vocabulary):Language Arts instruction incorporates the Reading First Program, Daily 5 approach, and Common Core components for K-3.Center activities and leveled reading groups enrich traditional basals in order to challenge each learner.The use of the online tool, Spelling City, enhances our spelling and vocabulary instruction.Our reading resource teacher works with K-3 through smaller reading groups and individual assistance.Our resource teacher for grades 4-8 focuses on comprehension and fluency across academic disciplines.

Writing and Grammar:Incorporating methodology from the Six Traits of Writing, students have many opportunities to produce work in a variety of genres.On demand writing is emphasized with grammar taught through revision and editing.Textbooks are used for targeted skills practice.Grades K-8 participate each year in the Young Author's Contest.Grades 6-8 compete in our county conservation essay contest.Teachers have also incorporated activities such as student newspapers and literary anthologies into instruction.These opportunities give authentic purpose and audience to student work.

Mathematics:Math instruction focuses on both computation and reasoning skills.The primary level incorporates manipulatives and interactive instruction.Intermediate students enter differentiated tiers.By their eighth grade year, all students are following an Algebra I curriculum which allows students to place into advanced classes in high school.Technology is integrated throughout the math curriculum by using apps like EduCreations and websites such as the National Library of Virtual Manipulatives.

Science:A hands-on approach to science is used across grade levels.Laboratory work is joined with text-based notes for maximum understanding and skill development.We take science out of the classroom through our school garden and butterfly preserve.Science is also enhanced by our partnership with the Kentucky Department of Fish and Wildlife as well as the Oldham County Conservation League.

Social Studies:American and world history, geography, government, and current events are all covered in our social studies curriculum. Cultural diversity and social justice topics are also highlighted.Students look forward to our Geography Bee each winter and we have sent a delegate to the state level competition for the last three years.Real world applications are made through participation in Junior Achievement and Finance Park as well as through guest speakers and service outreach programs.

Visual and Performing Arts:All students have art classes in which they produce sculptures, paintings, and sketches.Smart Boards and e-field trips are used to take students on virtual tours and familiarize them with great masterpieces.Music appreciation is engrained into each student through annual performances, music theory and music history.Our program was enriched this year by offering weekly guitar, violin, or brass lessons for interested students.This year we also added a drama component to our middle school special areas rotation.Two plays have already been performed, both eliciting positive responses.

Physical Education:Our PE program for K-8 focuses on motor development, basic sports skills, exercise, and health.We follow the Presidential Fitness Challenge in addition to team sport units.Students have also participated in nutrition awareness and exercise classes sponsored by a local wellness center.

Technology:Students cover topics ranging from basic typing skills to spreadsheet development and presentation techniques.Lessons on Internet safety, cyber-bullying, and proper use of resources are taught annually as appropriate per grade level.Students in grades 6-8 have a specified computer class to cover the basics of graphic design and we look forward to incorporating more video components in the future.

Spanish:St. Aloysius is in compliance with the Blue Ribbon program's foreign language requirement.Students in K-4 use music, video, and interactive games to develop basic vocabulary and an understanding of Hispanic cultures.Grades 5-8 have Spanish class twice each week.Students study both oral and written components, including conversation skills, which prepares them for advanced placement in high school.We have also hosted exchange students from Mexico and Guatemala in an effort to expand our students' horizons.

2. Reading/English:

a)At St. Aloysius, we embrace the philosophy that every teacher is a reading teacher. We emphasize that success in all subject areas is dependent upon reading skills.Beginning at the primary level, students are engaged in language-rich environments with an emphasis on phonemic and phonological awareness.We have trade book reading groups, literacy centers, and parent volunteers to enrich reading experiences.Teachers have also received training in the Reading First Initiative, Daily 5 approach, Common Core expectations, and other reading methodologies.Our PTO has generously provided funds for class sets of additional chapter books and center materials.Students take the Star Reader Test and have class and individual goals in the Accelerated Reader (AR) program.Our librarian works closely with students and teachers to provide resources and support throughout the reading process.Having such a multi-layered attack to reading instruction ensures every child receives instruction at his or her own specific level.

In addition to the regular classroom instruction, targeted assistance from a reading resource teacher is also available to students that need extra attention.This teacher works with individuals and small groups to build firm literacy foundations.Student AR scores, independent reading, and formative assessments are closely monitored so we are able to build upon their skills, bringing them up to grade level.

Intermediate students alternate between their basal reader for specific skill development and trade books for comprehension practice.Trade books are carefully chosen to enhance curriculum.For example, students are currently reading Revolutionary War themed novels to compliment a social studies unit.Middle school incorporates literature anthologies to cover many authors and genres.In addition, they often use literature circles to empower students in the reading process.Outside of their literature classes, students are expected to be consistently exploring self-selected novels, documenting their progress through logs and journal entries.While this format gives students a sense of ownership in choosing their novel, it also allows the teacher to differentiate reading levels and continually challenge students.

Furthermore, students face many other reading scenarios throughout their day.Word problems are stressed in math, lab directions must be followed precisely in science, context clues are invaluable in Spanish, and graphic organizers are common tools in many classrooms.Teachers clearly recognize the importance of basic reading skills for success across the curriculum.Creating proficient and prolific readers connects directly to our school mission of producing life-long learners.

3. Mathematics:

St. Aloysius has a rigorous math program providing various placements and paced classes to meet the needs of students performing at grade level as well as those scoring above or below expectations.Students in elementary grades use a variety of resources to make math meaningful.Hands-on counting tools, calendar time every morning, pattern creation, and basic number awareness are all key elements in the early education classroom.As children progress, their math base is enriched with more abstract ideas such as volume/area, estimation and basic geometry.Students who are ready for a greater challenge are given separate work using a differentiated approach.For example, once fifth grade students demonstrate mastery of the class topic, they can choose from a predetermined list of units for continued skill development.Innovative projects such as scale models, baseball statistics, or shopping the sale ads applying percentages and unit pricing keep students focused while still having fun with math.

While there is not a math position comparable to our reading resource teacher, student needs are met via smaller, tiered classes and one-on-one assistance when possible.Beginning in the third grade, accelerated

students are combined into a math class that moves at a faster pace.The on grade level and below grade level students are then mixed in two other classrooms.This year, for example, our fourth grade is divided into three groups of 13 for math instruction.Such organization allows for struggling students to still be challenged with appropriate work while getting additional help via the smaller class size.On grade level students are challenged and able to work more independently.This smaller class size is very effective for helping each child find success.

In middle school, math groups are divided into accelerated, on grade level and approaching grade level classes.All eighth graders are working through an Algebra I program and continually do well with high school placement.Again, our smaller class size and staggered pacing of instruction are crucial to our strong math achievement as evident in standardized testing results.Last year, our seventh graders' test scores were 5 points higher than the Archdiocese average and 17 points above Blue Ribbon cut off scores.Outstanding math scores are the norm at St. Aloysius, and we are proud of our students' consistent progress.

4. Additional Curriculum Area:

The St. Aloysius science curriculum is a strong component in fulfilling our school mission to prepare students well for high school academics and create life-long learners.We have a hands-on approach with direct application of the scientific method, making learning both fun and practical.As early as kindergarten, students learn about the world around them through experiments, trial and error hypothesis, and songs that name the oceans or describe cloud formations.Second graders traditionally study habitats and contribute bat houses to the wooded areas of our campus.Fourth grade leaf projects are well received at our local conservation department as we study what it means to be an official "Tree City."Fifth grade has monthly visits from the Kentucky Fish and Wildlife outreach officer to bring the ecological bounty of our state into the classroom.Our annual science fair is eagerly anticipated and provides an additional community connection since judges come from local businesses.

Each year our middle school students complete a cross-curricular unit that connects reading, writing, and research skills with a key issue from the Kentucky environmental landscape.Currently our students are writing persuasive papers on the importance of water conservation.Seventh and eighth graders have in-depth studies of biological systems, chemistry, and physics in our updated science lab.Other lab opportunities come in the form of virtual labs, via an online subscription to Gizmos.This site provides numerous activities for students to learn about complex interactions that would not be possible to reproduce safely or efficiently in an elementary school lab.Students enjoy virtual frog dissections, traveling to the earth's core, and much more through the integration of technology as a key component to our science program.

Our Science classes provide students not only with knowledge of the world around them but opportunities to interact with it first hand.Plant studies are easily adaptable to our school garden, chemistry is clearly evident during cooking club meetings, and physics lessons are demonstrated through our archery program.Due to the excitement we generate for science across the curriculum, alumni report they are often above their high school peers in freshman science classes. We are proud of the connections our students make in high school and can build upon over the course of their lives due to their strong science foundation from St. Aloysius.

5. Instructional Methods:

At St. Aloysius, we recognize and celebrate the unique characteristics and needs of all learners.Our students benefit from a variety of teaching methods rooted in differentiated instruction and multiple intelligences research.To this end, every classroom employs individual, small group and large group direct instruction as well as self-directed learning at some point during the school day.To meet this challenge, teachers are able to call upon the help of assistants, resource teachers, or our school counselor.Additionally, we have a group of committed volunteers ready to assist as needed.Each homeroom has a Smart Board and desktop computers to ensure that technology is integrated throughout the curriculum.Teachers all have iPads and students are able to access laptops, iPads, and Chromebooks throughout the day in addition to our school computer lab.

Students with specific learning needs are assisted via iPads, voice amplification systems and computer

programs such as Earobics (phonics) or Triple AAA Math.Small group and one on one instruction/intervention have proven very effective with this portion of our school population. In the classroom, we are able to modify curriculum through materials such as Scholastic's Storyworks, which provides non-fiction pieces at varying reading levels.In this way, a teacher can easily work with one particular topic but at the level of each individual student.Teachers are also adept at creating original assessments which allow students to demonstrate more personalized evidence of content mastery.For example, every fifth grader may be taking a science test but there could be three or four different versions being completed simultaneously.

Moreover, enrichment is provided to students ready for a greater challenge by using a tiered schedule for reading and math, open ended research projects or through a regional enrichment program.In addition, students in grades 1-5 have the benefit of using Accelerated Reader as a supplement to their classroom work.All students take a pre-assessment to determine an individual reading level and work toward an independent reading goal based on a formative assessment point system.Teachers closely monitor student progress and help students adjust as needed.This is an excellent way to meet students at a wide variety of levels and continue their forward progress without causing undo frustration.Differentiation is a key component of our academic culture at St. Aloysius.We meet students at their level and propel them to reach individualized goals.

6. **Professional Development:**

Recently, our professional development has focused on differentiated instruction, incorporating the Common Core Curriculum, and technology integration.Staff members have attended numerous workshops and seminars on these topics both during the school year as well as during the summer.Teachers are consistently encouraged to try new methods and take risks so that every student can be challenged and find success.

Monthly faculty meetings and three early dismissal days per year are used as a means to address professional development needs in addition to other local training sessions.This year we have already held workshops to review and revise our technology curriculum to make sure it is as current as the newest technology on the market.These sessions provide time to reflect on what has worked in the past and to be proactive when assessing our future needs.Such planning has allowed us to increase student achievement via technology initiatives.Our students currently benefit from a bring your own device policy and the purchase of several tools including Chromebooks, iPads, iPad Minis and supporting software.This incorporation of technology allows students to find success in a manner suited uniquely to them.Because of efficient and appropriate professional development, our teachers are embracing the idea of 21st Century learning with technology rich lessons, giving our students an academic advantage.

Furthermore, St. Aloysius often works with Oldham County Public Schools in offering professional development opportunities.This summer, for example, we hosted a full day workshop with national speaker, Lynda Whyte on implementing Common Core expectations with the Daily 5 reading program.The Archdiocese has also offered awareness sessions on Common Core standards in language arts.These sessions were attended not only by our reading and English teachers but by our science and social studies teachers as well.Our faculty understands that best practices can be applied to all teaching regardless of subject matter.These professional development sessions on language arts will improve student learning across the curriculum, as well the school's reputation as a whole.Teachers at St. Aloysius embrace professional development opportunities as a means for continuing our high level of student achievement.

7. **School Leadership**

St. Aloysius is traditionally organized with the principal leading curriculum and instruction.The principal works closely with a consultative group made up of the assistant principal, counselor, and classroom instructors in decision making.The principal recognizes the need for an open-door policy in the event that situations arise regarding individual students or specific learner groups.This open-door policy, which encourages and values teacher input, recently resulted in the acquisition of new, more challenging chapter books for primary students and a subscription to online science labs for middle school students.The current

administrator is very active in promoting student achievement through hands-on activities and incentives. For example, she personally bakes a special treat for each classroom that reaches its reading goal each trimester. She also challenges students to beat her typing speed in computer class, outdo her mental math in skill drills and get the better of her shooting hoops in PE. Putting her words into action illustrates to students how much she is personally invested in their success.

The assistant principal and counselor also work to enhance student achievement through developing relationships with students, organizing specialized programs, and advising the principal on policy matters. The assistant principal is responsible for our Young Author's program that encourages writing with purpose. She coordinates the school Angel Tree program which helps struggling families at Christmas, and also leads several committees that review the school handbook and policies to suggest potential revisions so that roadblocks to learning can be addressed. The counselor has taken charge of the middle school community groups and already coordinated eight different service learning projects this year. At St. Aloysius, student achievement is not only measured by standardized tests, but by the caring and responsible citizens it graduates each year.

In addition to these daily responsibilities, the principal has crafted an online survey given to parents biannually as part of long range planning. Trends and/or action items are shared with faculty and parents. The current administration also initiated two additional surveys targeting specific stakeholders. In the winter a survey is sent to the previous year's graduated class asking how well they were prepared for high school. A survey is also sent to new families to see if St. Aloysius is meeting their individual expectations. All of these efforts provide valuable data to the principal in her proactive efforts to build relationships that focus on student achievement.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s):   Catholic

   Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?   Yes <u>X</u>   No

3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	$5291
1	$5291
2	$5291
3	$5291
4	$5291
5	$5291
6	$5291
7	$5291
8	$5291
9	$0
10	$0
11	$0
12	$0

4. What is the educational cost per student? $<u>8209</u>
   (School budget divided by enrollment)

5. What is the average financial aid per student? $<u>1391</u>

6. What percentage of the annual budget is devoted to   2%
   scholarship assistance and/or tuition reduction?

7. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>6</u>%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: Math	**Test:** Terra Nova
Grade: 3	**Edition/Publication Year:** 2007
Publisher: CTB McGraw-Hill	**Scores are reported here as:** Scaled scores

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	640.7	642.1	633.5	638.7	630.7
Number of students tested	40	52	57	49	55
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Math	**Test:** Terra Nova
Grade: 4	**Edition/Publication Year:** 2007
Publisher: CTB McGraw-Hill	**Scores are reported here as:** Scaled scores

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	653.1	652	653.6	655.8	662.3
Number of students tested	53	56	55	51	43
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Math			**Test:** Terra Nova		
Grade: 5			**Edition/Publication Year:** 2007		
Publisher: CTB McGraw-Hill			**Scores are reported here as:** Scaled scores		

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	679.1	676.9	672	677.6	668
Number of students tested	51	56	53	42	54
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Math	**Test:** Terra Nova
Grade: 6	**Edition/Publication Year:** 2007
Publisher: CTB McGraw-Hill	**Scores are reported here as:** Scaled scores

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	694.1	689	702.6	683.9	689.7
Number of students tested	58	46	40	49	37
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Math			**Test:** Terra Nova		
Grade: 7			**Edition/Publication Year:** 2007		
Publisher: CTB McGraw-Hill			**Scores are reported here as:** Scaled scores		

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	714.9	716.9	709.6	708.4	709.3
Number of students tested	44	41	47	36	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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA	**Test:** Terra Nova
Grade: 3	**Edition/Publication Year:** 2007
Publisher: CTB McGraw-Hill	**Scores are reported here as:** Scaled scores

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	647.1	647.4	652.2	647.4	645.4
Number of students tested	40	52	57	49	55
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Reading/ELA			**Test:** Terra Nova		
Grade: 4			**Edition/Publication Year:** 2007		
Publisher: CTB McGraw-Hill			**Scores are reported here as:** Scaled scores		

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	661.5	662.6	662.1	653.5	660.9
Number of students tested	53	56	55	51	43
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Reading/ELA			**Test:** Terra Nova		
Grade: 5			**Edition/Publication Year:** 2007		
Publisher: CTB McGraw-Hill			**Scores are reported here as:** Scaled scores		

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	682.9	677.1	669.2	677.7	672.5
Number of students tested	51	56	53	42	54
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Reading/ELA			**Test:** Terra Nova		
Grade: 6			**Edition/Publication Year:** 2007		
Publisher: CTB McGraw-Hill			**Scores are reported here as:** Scaled scores		

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	692.8	686.3	694.5	684.6	679.5
Number of students tested	58	46	40	49	37
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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Reading/ELA			**Test:** Terra Nova		
Grade: 7			**Edition/Publication Year:** 2007		
Publisher: CTB McGraw-Hill			**Scores are reported here as:** Scaled scores		

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	694.2	700.9	701.7	691.9	696.4
Number of students tested	44	41	47	36	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. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: