

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 Dr. Michael L. Bratcher

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

Official School Name St. Patrick Catholic School

(As it should appear in the official records)

School Mailing Address 1000 North Beckley Station Road

(If address is P.O. Box, also include street address.)

City Louisville State KY Zip Code+4 (9 digits total) 40245-4550

County Jefferson State School Code Number* 442

Telephone 502-244-7083 Fax 502-719-0369

Web site/URL http://www.stpatrick-lou.org E-mail dr.mbratcher@stpatrick-lou.org

Facebook Page

Twitter Handle https://www.facebook.com/StPatrickSchoolLo

@DrMBratcher

uKY

Google+ _____

YouTube/URL

http://youtu.be/IYK5X0mfV

Blog http://www.stpatrick-

PY

lou.org/index.php/school-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.,

E-mail: lschulz@archlou.org

Other)

District Name _____ Tel. NA

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. Renee Puffer

(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 (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- 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
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 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	0	0	0
K	45	39	84
1	34	25	59
2	25	37	62
3	36	39	75
4	39	41	80
5	40	38	78
6	44	37	81
7	42	27	69
8	38	38	76
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	343	321	664

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 2 % 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: 1%

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 <i>to</i> the school after October 1, 2012 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	653
(5) Total transferred students in row (3) divided by total students in row (4)	0.014
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages: None
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 1

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.

9. Students receiving special education services: 10 %
67 Total number of students served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>30</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</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>16</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	28
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 24:1

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	96%	98%	97%	96%	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 X

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

PART III – SUMMARY

Saint Patrick School is a suburban elementary school in Louisville, Kentucky, serving students in junior kindergarten through eighth grade. Built in 1993 to serve the Catholic community in eastern Jefferson County, Saint Patrick School opened with grades kindergarten through the seventh grade. The initial enrollment was 243 students. Today, the school serves over 660 students with three classes at each grade level and one junior kindergarten class. In partnership with the family, parish, and civic community, the school assists students in the acquisition of knowledge, skills, and values necessary for the development of a mature, responsible individual.

Saint Patrick School currently sits in the same location that it did when it was originally built in 1993. The addition of Miles Hall (1999) and the Commons wing (2001) gives the school thirty-one classrooms, a library, a gymnasium, an art room, a science lab, an elementary music and middle school drama room, two faculty lounges, kitchen facilities, and a full service cafeteria. There is one technology lab, several carts with laptops for classroom use, and a class set of iPads. SMART Boards can be found in every classroom. The funding for technology initiatives comes from the in-house Parent Teacher Organization (PTO) and a student technology fee. The school also has access to Schindler Hall, an all-purpose room for meetings, trainings, and use by the parish church. The school office and the library, which now contains a media studio, were renovated in the summer of 2011.

Saint Patrick School has been accredited by the Commonwealth of Kentucky since the onset of the accreditation process by the Kentucky Nonpublic Schools Commission. The school offers a challenging academic and religious curriculum for all students and follows the curriculum framework for core classes as outlined by the Archdiocese of Louisville. Additionally, students take classes in library science, research technology, art, music and/or drama, physical education, and Spanish. The religious program of the school includes the study of scripture and doctrine, morality, and the sacraments. The students are actively engaged in prayer, liturgy, service opportunities, and stewardship, each suited to their developmental needs.

Saint Patrick School has a teaching staff of 42 full and part-time teachers, 89 percent of whom hold an advanced degree. There is a school leadership team comprised of the principal, assistant principal, learning support coordinator, and school counselor. The teaching staff is also supported by a technology coordinator, a reading resource teacher, and eighteen full and part-time teaching assistants. Each teacher assumes several extra-curricular responsibilities outside the classroom to further the opportunities offered to students.

The mission, vision, and philosophy of St. Patrick School flow from the five core values which offer a life devoted, a life guided, a life informed, a life engaged, and a life inspired. The mission of the school is straightforward: Saint Patrick School, in partnership with the parish and neighboring communities, provides students with exceptional spiritual and academic programs. Saint Patrick School's vision is all-encompassing: to provide spiritual growth, academic excellence, and social values in a safe and nurturing environment. Saint Patrick School provides and models Catholic values through stewardship, social justice teaching, and liturgical celebrations; embraces a strong curriculum enhanced by instruction designed to meet the needs of all students; promotes critical thinking, teamwork, leadership, and personal investment in a quality education; expands creative and expressive arts and multi-cultural awareness; fosters the development of the whole person; and provides technologically advanced resources to prepare students for success in an ever changing world.

Saint Patrick School students have always excelled on standardized tests both at the local and national levels. On average, 45 percent of fourth graders and 34 percent of seventh grade students are recognized as part of the Duke Talent Identification Program. Graduates of Saint Patrick School always perform at the highest level on the high school placement test.

Inspired by the example of Saint Patrick as an educator and missionary, the school presents students with a two-fold challenge: first, to fulfill their intellectual potential through the pursuit of truth and knowledge; and second, to fulfill their human potential by working for the common good in light of gospel values. In concert with the Archdiocese of Louisville's strategic plan for Lifelong Formation and Education, Saint Patrick

School fosters an atmosphere where academic and cultural differences are acknowledged, respected, and celebrated.

Saint Patrick School recognizes the individuality of each student. The school seeks to balance academic and spiritual growth with concern for physical and emotional development. Saint Patrick School provides an environment in which knowledge, truth, and love are developed together.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Saint Patrick School used the Terra Nova, 2nd Edition Standardized Test published by CTB McGraw Hill from 2005-2008. In 2008, the Terra Nova, 3rd Edition was adopted. The test is administered in the month of March to students in grades 2 through 7. The test provides data regarding student achievement in reading, language, mathematics, spelling, science, social studies, and word analysis. Students in grades 3, 5, and 7 also take the CAT Complete Battery (InView) to determine their Cognitive Skills Index (CSI). The CSI provides a student's anticipated level of achievement. School personnel and parents can compare the anticipated scores with the actual obtained scores to evaluate whether or not students are working to their potential. It is the goal of the school that all students achieve above their anticipated scores, and most students at Saint Patrick School achieve above their anticipated scores.

Saint Patrick School and the Archdiocese of Louisville use the mean National Curve Equivalency (NCE) and Scale Score (SS) to interpret the data. The test scores of Saint Patrick School are usually above the Archdiocesan averages for grades 3, 5, and 7.

The Archdiocese of Louisville mandates testing in grades 3, 5, and 7. It is optional for schools to administer the Terra Nova and/or InView to other grades. Saint Patrick School also administers the Terra Nova to students in grades 2, 4, and 6.

b) It has been the goal of Saint Patrick School to know, and thus to improve, each student's achievement and CSI scores. For that reason, the Terra Nova test is administered to all students in grades 2 through 7. The yearly test data provides the opportunity for teachers, parents, students, and the administration to track an increase in individual achievement levels. This same data provides the opportunity for teachers in grades 2 through 7 to evaluate the success of their instruction and to write grade level SMART (Strategic, Measurable, Attainable, Reasonable, and Time-Bound) goals.

In the fall of 2009, the administration and faculty noticed a decline in mathematics scores of students moving from the third to fourth grades. It was noted that the format of the test changes from a consumable test in third grade to the use of an answer sheet in fourth grade. Fourth grade teachers began to give some multiple choice tests using the Scantron, supporting the skills needed to make the change from placing the answers directly under the question to answering on a separate sheet.

In response to that decline, the administration also created a task force of mathematics teachers in grades K-8 who would evaluate the mathematics curriculum and instruction. This task force read the book *Response To Intervention in Math* and also invited teachers from other schools to discuss the benefits of leveling mathematics in grades 2 through 8. Based on these discussions and suggestions from the text, strategies were given to the faculty to improve mathematics instruction. Some of these strategies included the use of benchmark tests, pretests, differentiation, and the purchase of software and supplemental practice tests. Gains in the fourth grade mathematics scores have taken place in the last two years.

For the years 2008-09, 2009-10 and 2010-11, there exists a negative correlation between anticipated and obtained scores in mathematics and reading for our seventh grade students. This can be partly attributed to the fact that for years 2008-09 and 2009-10 the sixth grade students were administered the same InView test as the seventh grade, which means that a seventh grade student would have taken the same test two years in a row. This occurrence greatly skewed percentile scores and provided unrealistic anticipated scores. The administration discontinued giving the InView test to the sixth grade students during the 2010-11 school year. The result is that now a positive correlation exists between anticipated and obtained scores in mathematics and reading for seventh grade students.

Sixth grade Terra Nova mathematics scores increased significantly from the spring of 2011 to the spring of 2012. This unprecedented increase can be attributed to two factors: Saint Patrick School made the deliberate decision to keep the sixth grade classes as they were configured for fifth grade students, promoting more of

a junior high school model than a middle school model. The sixth grade students were taught the six core subjects by three teachers instead of six. The second change affecting the test scores was a change in staffing. A new teacher was hired to teach sixth grade mathematics.

Third grade students have always excelled on the Terra Nova test, especially in the area of mathematics. Third grade teachers use pretests and leveling within the classroom to differentiate instruction, along with Simple Solutions and software to support the mathematics instruction. The third grade teachers have also created a strong Professional Learning Community (PLC). Teamwork and the sharing of ideas have greatly contributed to student success in this and other grade levels.

2. Using Assessment Results:

Saint Patrick School uses multiple sources of data to create the School Improvement Plan (SIP) and Long Range Plan. Terra Nova scores, ACRE (Assessment of Catechesis/Religion Education) tests, electronic observation walk-throughs (E-Walks) and parent, teacher, and student surveys are examples of data used to determine how the school can improve student learning. Based on this data, the SIP includes two goals: (1) student use of technology as a tool to promote higher order thinking skills; and (2) creating a more challenging curriculum for students who have a CSI of 116 or above.

At the end of each school year, teachers meet in their grade levels to create SMART goals based on the SIP. These goals involve differentiated strategies and student use of technology to solve problems, create, predict, and synthesize material. The teachers evaluate the progress of their SMART goals by examining the formative and summative assessments used in the classroom. Exit slips, teacher observation, quizzes, homework, and the Student Response System are examples of types of formative assessments used to measure comprehension. Teachers have also created a variety of differentiated assignments for summative assessments, such as student-created products, presentations, and plays.

The Administration encourages grade level teams to align their individual Professional Growth Plan with the created SMART goals for consistency. For example, the fourth grade teachers have a SMART goal to use differentiated novels based on individual student Terra Nova reading scores. They created a curriculum for a reading workshop and meet weekly to share data to determine the effectiveness of the program.

The Archdiocesan mathematics curriculum requires that all eighth grade students are taught Algebra I. Therefore every middle school student at Saint Patrick School takes an accelerated mathematics class. Data from the Terra Nova test, including the students' CSI, along with teacher observation, year-end averages, and Acuity tests, all help to place students in a class which most appropriately meets their needs.

Each spring, St. Patrick School administers the Gesell Developmental Readiness test to incoming kindergarten students. The data collected over the years demonstrated that although some students were eligible for kindergarten based on age, they were not developmentally ready to attend. Two years ago, a junior kindergarten program was created to provide another year of physical, emotional, and intellectual growth for these students. As a result, there are now fewer retentions in kindergarten.

Some formative and all summative data is communicated to parents of students in grades two through eight through PowerSchool, an online grade reporting system. Parents and students also attend mandatory conferences at least twice a year to discuss student progress and goals.

The Home Report of the Terra Nova and InView tests are sent home at the end of each school year. Last year, the administration hosted two parent nights to explain in detail how to interpret these scores. The principal also shares the Terra Nova results at the School Board meetings, on the parish website, and at Open House.

3. Sharing Lessons Learned:

The faculty and staff at Saint Patrick School possess many attributes of master teachers and are qualified to share strategies, techniques, and best practices with others. Within the school building, teachers share

classroom ideas, assessments, and technology ideas during common planning time and PLC meetings. At monthly faculty meetings, teachers who have been to regional and national conferences report what they have learned and demonstrate how to use specific strategies in the classroom.

Saint Patrick School has teachers that are KTIP (Kentucky Teacher Internship Program) trained to mentor beginning teachers. Teachers have hosted student teachers, practicum students, and college students from around the region who come into classrooms for observations, to work with small groups, and to teach mini-lessons.

Teachers host and/or participate in the Archdiocesan Teacher Alliances groups in which they share ideas and strategies on all curricular subjects in an informal, roundtable atmosphere. Teachers have presented workshops in the Archdiocesan Summer Professional Development Institute and have taught catechist classes. Teachers are members of task forces, curriculum writing groups, and textbook adoption groups in the Archdiocese of Louisville.

The librarian at Saint Patrick School contributes her wealth of knowledge to the Kentucky Association of School Librarians as its past-president, in addition to presenting each year at the statewide conferences. The principal was one of three principals from Kentucky chosen to participate in the Leadership Institute for School Principals.

A third grade teacher was chosen as the 2012 National Catholic Education Association Teacher of the Year. The 7th and 8th grade Science teacher earned the Amgen Science Teaching Excellence award in 2013. Both teachers agreed to open their classrooms to any teacher wishing to come observe them in action. The faculty, staff, and administration of Saint Patrick School do an outstanding job at sharing ideas, lessons, and strategies with each other and the larger teaching community.

4. Engaging Families and Community:

Saint Patrick School devised and initiated a comprehensive communication plan for school families, parishioners, and the community. Teachers communicate classroom news through welcome letters, syllabi, newsletters, teacher pages on the school website, email, phone calls, and individual notes. The school office conveys information through the use of The Pony (school electronic newsletter), the school website, Facebook, Twitter, and the Honeywell Instant Alert System. Parents are informed about various topics before the school year begins through orientation meetings, the school handbook, and mailings. Once the school year begins, communication continues with mini-schedule nights, open houses, emails, and meetings.

Saint Patrick School has found that a beneficial way to reach parents is to host various educational nights to assist parents in helping their children succeed. A few examples that have been offered in the past are: second grade math night, Ladder to Literacy night for kindergarten and first grade, fifth grade success night, counselor night, and standardized testing night.

Saint Patrick School is extremely blessed to have a very active PTO that partners with the teachers throughout the year to enrich students' learning experiences. The Step-by-Step Student Stewardship Program is a monthly parent-led program designed to teach students how to be good stewards of all the gifts God has given them as they grow. Parents volunteer in the classrooms as part of the EAGLES program (Everyone Affecting Growth and Learning for Every Student) where parents tutor, offer enrichment, and work with students in small group settings on a weekly basis. Families are also encouraged to attend weekly Mass, prayer services, May procession, class parties, and field trips.

Saint Patrick School shares information with Saint Patrick Catholic Church parishioners through bulletin announcements, the church website, Twitter, Facebook, and announcements during Mass. Many parishioners share their areas of expertise with students as career and stewardship speakers and leaders of extracurricular activities including athletics, social concern clubs, and academic teams. Saint Patrick School's innovative teaching techniques, successful student learning, and the Step-by-Step Student Stewardship (SBSSS) Program have been highlighted in the local Archdiocesan newspaper, The Record, Today's Catholic Teacher, and other NCEA (National Catholic Education Association) publications.

Communication with families and the community has been a focal point of the Long Range Plan in the last several years. As a result, Saint Patrick School received the highest marks possible for communication last fall during the AdvancED accreditation process.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

At Saint Patrick School, the Catholic faith permeates the school curriculum. From daily prayers and moral teachings to sacramental preparation and stewardship experiences, students grow in their knowledge and love of their faith.

Reading, literature, writing, grammar, spelling, vocabulary, and public speaking are the learning cores of our Language Arts curriculum. The school library helps supplement and support this curriculum with a wide selection of books and materials including Accelerated Reader (AR), a reading comprehension program used by students in grades 1-8. Our media studio allows students the opportunity to practice their public speaking through daily televised announcements.

The mathematics curriculum includes daily lessons that develop understandings and skills in ways that produce life-long math applications. From junior kindergarten through Algebra I in eighth grade, students are given repeated exposure to mathematical concepts and skills. They are taught multiple ways to problem solve, thereby accommodating different learning styles and promoting higher order thinking skills.

From junior kindergarten to the eighth grade, students learn about good citizenship at the local, state, and world level as they engage in learning through the Social Studies curriculum. Students study geography, history, civics, and global connections as part of this curriculum. Middle school students participate in the Kentucky Youth Assembly and Kentucky United Nations Assembly. The curriculum is further enhanced with field trips and guest speakers.

Science, a spiral curriculum, provides students with opportunities for inquiry, exploration, and discovery. High expectations and developmentally appropriate lessons, experiments, and field trips engage students to reason, think creatively, make decisions, and problem solve. The science lab has iPads and an interactive SMART Board that is used for lab experiments and scientific discovery. Recently, middle school students tracked mold growth during a lab using the camera and a note-taking application. A sixth and seventh grade science fair gives students an opportunity to showcase their scientific literacy.

St. Patrick School is in compliance with the program's foreign language requirement. One hundred percent of seventh and eighth grade students study Spanish four days a week with opportunities to speak, read, and write the Spanish language. Additionally, fifth and sixth grade students attend class three days a week where they focus on the complexity of the Spanish language and written expression. Fourth grade students attend twice weekly. Students in junior kindergarten through third grade attend a weekly class in a developmentally planned program that focuses on an understanding and appreciation of the Spanish culture.

The Fine Arts curriculum consists of music, art, and drama. In weekly art classes, students learn concepts and principles such as form and composition while creating their own work in two and three dimensions. Middle school students have drama class once a week, and twice a year all students in grades 2-8 have the opportunity to participate in a musical production incorporating all elements of the Fine Arts program. Students participate in several choral concerts throughout the year as well as singing at Mass. The curriculum also includes the study of famous artists and musicians and their contributions.

Physical Education includes instruction in various sports, the study of health and nutrition, and participation in active games. Students learn the rules of various sports while also learning to appreciate each other's gifts. Students develop skills in good sportsmanship with an emphasis on physical fitness.

Technology and library science classes are part of the curriculum in grades K-8, teaching students how to find information from a variety of sources, how to use the computer and iPad to enhance their research skills, and how to present information to others using various programs including Microsoft Office products, Prezi, Animoto, and VoiceThread to name a few. The library has a set of iPod touches that are used for catalog exploration, technology projects, and for AR tests.

Providing students with exceptional spiritual and academic programs where they can recognize their God-given talents is at the core of all teaching and learning. Experiencing God's love enables them to become responsible stewards, creating an atmosphere of acceptance and learning for all.

2. Reading/English:

The objectives of the reading program at Saint Patrick School are to provide a strong curriculum designed to meet the literacy needs of all students, and to promote critical thinking, a love of reading, and a challenge to become motivated, independent readers.

Creating proficient readers at or above grade level is one part of the vision of the school. Understanding that not all students will achieve success following one method of instruction, Saint Patrick School provides a variety of reading approaches. Using the academic expectations of the Archdiocese of Louisville, teachers challenge the "one size fits all" approach and provide the students a variety of tools to meet specific demands, explore interests, or solve specific problems.

The reading series targets higher order thinking skills and is linked to other subject areas in the curriculum. Students read fiction and nonfiction selections related to science, social studies, and Fine Arts. Teachers also use novels with differentiated reading groups starting in second grade. Students use higher order thinking skills and reading comprehension skills to gain greater understanding of these novels.

Differentiated instruction is used in leveled reading groups from the primary level to middle school through activities such as: nine squares, which appeal to different learning styles; tiered projects with rubrics, which give students with different learning levels varied opportunities to show their mastery of reading material; and differentiated spelling tests and writing assignments. AR is used to evaluate student reading comprehension and the application of reading skills, and incorporates technology through computer and iPod use. Saint Patrick School has a full-time reading resource teacher on staff to work with students in grades K-4 as needed on an individual or group basis.

The school library further supports curricular needs by providing a growing selection of books and materials. The addition of the new media studio allows students an opportunity for the expansion of the creative and expressive arts. The eighth grade students show that they are leaders in the school as they are given the responsibility of praying the morning prayer and delivering school announcements, thereby enhancing the public speaking and listening standards.

Finally, Saint Patrick School enhances student reading with a summer reading program in grades 2-8. Each grade is given a required reading assignment with enrichment activities to be completed before school begins in the fall.

3. Mathematics:

The objectives of the mathematics program are to promote higher order thinking skills in all students, to differentiate instruction to support the needs of all students, to increase student and teacher usage of technology for the enhancement of instruction, and to implement cross-curricular lessons to demonstrate and apply real world experiences.

Instruction encompasses a gamut of techniques, materials, and approaches at each grade level, ranging from the selection of textbooks to classroom differentiation. Each grade's textbook uses a spiraled curriculum and provides online access to enrichment lessons, activities, and assessments for teachers, parents, and students. In addition, classroom teachers use supplemental materials from websites, workshops, and seminars. These materials are used as needed to differentiate instruction for students who need additional practice or intervention, or for those who are working above grade level. Teachers further enhance curriculum and instruction by using a variety of manipulatives, white boards, minute math sets, Simple Solutions, songs, and technology within the classroom to enhance, remediate, or extend curriculum. Parents and students are also provided with additional websites for the purpose of encouraging practice and concept awareness at

home.

In an effort to improve mathematic skills, all math teachers use pre-assessments, formative assessments, and summative assessments to determine the usage of differentiation for students performing below and above grade level in each classroom. Even in grades 6-8, where each math class is ability-grouped, differentiation is still practiced within each leveled class through the use of small group work, partner work, one-to-one instruction with a parent volunteer, and with the learning support coordinator. In addition, extra help is offered to students by many teachers before or after school. Differentiation of instruction and curricular work has proven to be effective by the increase in math standardized tests scores from grades two through seven.

In pursuing the need to accelerate students who will attend surrounding high schools, the accelerated math curriculum challenges all seventh grade students with the concepts of Pre-Algebra. In eighth grade, students study Algebra I. This recent change has proven to place students on a path to success in Algebra I at the high school level and has helped to increase student achievement on standardized tests. Furthermore, the online Acuity Algebra assessment is also used to help teachers and students target skills in need of further focus.

4. Additional Curriculum Area:

The mission of Saint Patrick School is to “encourage all children to recognize their God-given talents and the importance of being responsible stewards.” To fulfill this mission, Saint Patrick School provides multiple opportunities for students to learn what it means to be good stewards through the SBSSS Program.

The SBSSS Program was designed and created by a parishioner of Saint Patrick Parish. It is an award-winning program, recognized in 2006 by Today’s Catholic Teacher. The program provides the opportunity for students to understand that not all children in the community have the same opportunities and blessings that they have. It also helps students understand that they can enrich the lives of others with the gift of their time and talents.

The program is run by parents and has a two-fold approach focusing on education and service. Once a month, parents teach classes on the needs of different groups in the community. The parents then provide opportunities for the students to serve the needs of others.

Each grade level adopts a different philanthropy. Kindergarten focuses on “Our Neighbors”. They make care bags to be distributed to needy children in the community. First grade focuses on “Neighbors in Need”. They visit a preschool in one of the poorer areas of the city to play with and read to the children. Second grade focuses on the hungry. They collect food at Thanksgiving and make special treats to send to needy children.

Third grade focuses on the elderly. They visit and write their pen-pals in the nursing home. Fourth grade learns about the disabled and visits severely handicapped children. Fifth grade focuses on people who live with illnesses. They make pillow cases for children with cancer. The sixth grade students focus on children in need. They visit preschools in the poorer areas of our community and also visit an orphanage where they tutor.

The seventh grade focuses on the homeless. Three or four students leave school each Tuesday to serve lunch to the homeless. The eighth grade focus is on education and literacy. They read to children at one of the YMCA programs as part of the Everyone Reads program in Louisville.

Saint Patrick School recognizes the need for its students to share their time and talents. Several out-of-classroom service experiences are offered throughout the school year.

5. Instructional Methods:

Meeting the diverse needs of students is one of the goals of the current SIP. Looking at data from Terra Nova tests, there is the need to challenge students who have high CSIs. All teachers have created SMART

goals to meet these needs, and E-Walk data will assess progress of the SMART goals. At each faculty meeting, a new strategy is shared among teachers to help with the implementation of the SMART goals. For example, nine squares, clustered grouping, tiered activities, and iPad applications have all been shared at faculty meetings and with PLCs. Differentiation is evident in teacher instruction through the use of pretests, learning centers, leveled long-term assignments, and other strategies which promote higher order thinking skills. The principal and assistant principal note differentiated strategies weekly as they review teachers' lesson plans.

The most recent test scores showed that students with lower CSIs demonstrated higher obtained outcomes than anticipated. This data indicates that Saint Patrick School exceeded at meeting the needs of these students. There is a full-time learning support coordinator and a reading resource teacher who support the staff as they work to differentiate instruction. Strategies used to promote student success include remediation, pretesting, modified homework assignments, and chunking on tests.

The second goal of the SIP is to increase the use of technology by students. To promote this goal, the school provides an iPad for each teacher, three portable sets of laptops, a classroom set of iPads, 10 iPads for kindergarten and 1st grade, 10 iPads for the Science lab, a classroom set of iPods, and a technology center with 30 computers. In addition, each classroom has one teacher computer, at least two student computers, a SMART Board, a document camera, and an amplified listening system. The school also provides support to the staff through professional development activities such as applications for iPads and interactive resources for SMART Boards.

The instructional methods at Saint Patrick School are in alignment with the vision statement to provide "technologically advanced resources to prepare students in an ever changing world".

6. Professional Development:

The teachers, staff members, and administrators at Saint Patrick School are required to attend multiple Professional Development (PD) opportunities each school year. These workshops, conferences, and classes enhance curriculum and student learning. The SIP, which guides the development of SMART goals for each grade level, also guides the Professional Growth Plan for each teacher. Throughout the year Saint Patrick School offers many options for in-house PD on topics ranging from technology to best practices to catechist training. These PD days are scheduled on the school calendar before the school year begins.

Saint Patrick School also prides itself on its active PLCs. Each teacher works in a PLC group with other teachers who teach similar subjects or grade levels. Each week grade levels meet as a PLC to plan and share ideas, techniques, and lessons. Six times a year the students are dismissed at 1:00 pm to allow for in-house PD and broader PLC meetings. PLC groups participate in a book study every other year on a variety of topics to enhance PD. PLC groups read and discussed the book *What Teachers Do Differently* by Todd Whitaker and will read *The Leader in Me* by Steven Covey this spring.

Working with their own interests, all teachers attend at least twelve additional hours of PD. They choose sessions from the Archdiocese of Louisville's Summer Institute in June where renowned speakers present on various topics. Teachers also attend state and national conferences to acquire innovative ways to present academic content to students. They use these innovations to improve student learning, to encourage student use of higher order thinking skills, and to influence students to become self-motivated learners. Recently, teachers have been to Boston, Philadelphia, Denver, Tampa, and Phoenix attending national conferences.

Teachers attend classes at local colleges and universities to further their education and incorporate learned practices into the classroom. Teachers also attend catechist classes to enhance student learning of the Catholic faith. Saint Patrick School participates in online forums and webinars when there are research-based topics that are aligned with the curriculum and SMART goals.

This variety of PD opportunities has enriched student learning and teacher development at Saint Patrick School.

7. School Leadership

The philosophy of leadership at Saint Patrick School is collaborative and inclusive of all stakeholders: staff, parents, students, and members of Saint Patrick Parish. As written in the vision statement, staff members “promote critical thinking, teamwork, leadership, and personal investment in a quality education.” Understanding the role of life-long learners, teachers strive to promote leadership qualities throughout the school community.

The leadership structure of the school is shared through a four-member leadership team and a principal staff committee. The leadership team is composed of the principal, the assistant principal, the learning support coordinator, and the school counselor. The leadership team meets once a week to discuss progress of the goals identified in the SIP and other school concerns and processes.

The principal staff committee includes ten teachers representing each grade level and special area teachers, the principal, the assistant principal, and the principal’s administrative assistant. This committee meets monthly to review the school calendar and discuss implementation of special days and school policies.

The school is supported by an active and involved School Board consisting of twelve parents, each chosen to serve a staggered term of three years, two faculty members, and the principal. The main function of this board is to be consultative to the pastor when establishing school policy. The members of the board also assist in school functions such as accreditation and long term strategic plan formation and implementation.

The students at Saint Patrick School are given opportunities for leadership through a Student Council. Members of this council are elected by their classmates to represent each homeroom in grades five through eight. Saint Patrick School has initiated a family system in grades five through eight. The family system allows students in the upper grades the opportunity to lead younger students in activities designed to promote community and trust.

Additionally, eighth grade students are buddies with kindergarten students, and seventh grade students are buddies with the first grade students. These students sit together during Mass and do activities each month. Students in sixth through eighth grade model leadership in their involvement in the Kentucky Youth Assembly and the Kentucky United Nations Association. Opportunities for student leadership are also provided through the school’s athletic programs, drama program, and student stewardship.

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 X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$5600
1	\$5600
2	\$5600
3	\$5600
4	\$5600
5	\$5600
6	\$5600
7	\$5600
8	\$5600
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$5418
(School budget divided by enrollment)
5. What is the average financial aid per student? \$2060
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 6%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	632.8	642.9	652.9	644.6	643.1
Number of students tested	80	78	70	67	77
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Other 2					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Other 3					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	654.3	654.9	652.7	643.2	644.7
Number of students tested	75	72	69	72	82
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Other 2					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Other 3					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	681.4	678.5	673	668.8	678.2
Number of students tested	73	66	67	76	82
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Other 2					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Other 3					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	701	710.2	682.8	683.4	686.1
Number of students tested	65	68	69	77	76
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Other 2					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Other 3					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	721.7	710.2	700.1	690.9	705
Number of students tested	71	71	69	72	80
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Other 2					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Other 3					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	642.9	656.2	650	649.6	651.3
Number of students tested	80	78	70	67	77
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Other 2					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Other 3					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	664.9	663.5	662.9	662.8	658.2
Number of students tested	75	72	69	72	82
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Other 2					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Other 3					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	680.4	680.2	670.8	674.5	675.5
Number of students tested	73	66	67	76	82
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Other 2					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Other 3					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	688.4	690.5	686.3	684.8	683.1
Number of students tested	66	68	69	77	76
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Other 2					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Other 3					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	698.3	692.5	691.1	690.5	695.2
Number of students tested	71	71	69	72	80
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Other 2					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Other 3					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: