

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

Name of Principal Mrs. Bernadette Gephart Cooper

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

Official School Name St. Albert The Great School

(As it should appear in the official records)

School Mailing Address 1395 Girard Dr

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

City Louisville State KY Zip Code+4 (9 digits total) 40222-6642

County Jefferson State School Code Number\* \_\_\_\_\_

Telephone 502-425-1804 Fax 502-394-9896

Web site/URL http://www.stalbert.org E-mail bcooper@stalbert.org

Facebook  
Page https://www.facebook.com/stalbertky?ref=hl  
Twitter Handle \_\_\_\_\_ 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 E-mail: lschulz@archlou.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Louisville Tel. \_\_\_\_\_

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. Kelly Evans  
(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**

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**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 2014-2015 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

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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. 3 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	24	11	35
K	34	22	56
1	32	26	58
2	37	32	69
3	25	31	56
4	38	31	69
5	32	32	64
6	45	27	72
7	38	38	76
8	32	40	72
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	337	290	627

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 1 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 95 % 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 2013 - 2014 year: 1%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1	678
(5) Total transferred students in row (3) divided by total students in row (4)	0.015
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 2 %  
10 Total number ELL  
 Number of non-English languages represented: 5  
 Specify non-English languages: Vietnamese, Chinese, Spanish, Swahili, Korean
8. Students eligible for free/reduced-priced meals: 2 %  
 Total number students who qualify: 10

9. Students receiving special education services: 8 %  
48 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>32</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>12</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment         |
| <u>6</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>2</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	3
Classroom teachers	37
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	16
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 17:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	98%	97%	98%
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 2014

<b>Post-Secondary Status</b>	
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

If yes, select the year in which your school received the award. 2004

15. Please summarize your school mission in 25 words or less: St. Albert's school mission is to prepare students to be socially responsible people in order to make a positive contribution to society.

## **PART III – SUMMARY**

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Untied Ninja Turtle tennis shoes step from the bus onto the pavement. High heels step forward to the graduation podium. And in between, laces are tied, Nikes replace Ninjas, and tentative baby steps become confident strides. St. Albert the Great, as a school family, embraces and guides its students from the innocence and wonder of the preschool years to the challenges and possibilities of adolescence. St. Albert's graduates are ready to step forward, again, into the unknown -- the world of high school, higher education, and their adult roles. This is not a task that is taken lightly. Every member of the faculty willingly bends down to tie the untied shoes, and faithfully reaches up to ensure that in time bigger shoes can and will be filled.

St. Albert opened in 1960 with eight classrooms and 286 students, doubling in size by 1966, and adding a gym in 1970. The kindergarten and the after school program opened in 1995. By 2000, a new wing with classrooms, science lab, art room, media center and computer lab was built. In 2010, another milestone was reached with the opening of a preschool. Growth and change are a constant. Today, as a community of 627 students, 37 teachers, and three grades each of K-8, ethnic diversity is 7.8% and growing. Students of every race, creed, and nationality are welcomed. A 17:1 teacher/student ratio serves a diverse population. Annually, St. Albert provides over 500 hours of outreach to the surrounding community.

The school, driven by its mission statement, promises "to prepare students to be socially responsible people with strong Catholic beliefs, practices, traditions, and values, to guide students to respect their diversity, and to challenge them to excel academically and grow spiritually." This is not accomplished alone, but with the help of a vital parish community. The School Board and PTO ensure access to resources and staffing needed to fulfill the mission. Open lines of communication are maintained between parents, administrators, and teachers.

A challenging curriculum, aligned with Common Core, and an array of extracurricular activities help students reach their potential. Strong administrative leadership ensures the smooth progression of students from the primary years through middle school. Teacher collaboration within levels guarantees a seamless progression of concepts which are reinforced and built upon from grade to grade. A special needs coordinator directs the implementation of individualized plans. A full time counselor addresses the student body's emotional and social needs.

Emphasis is placed on instilling strong values and moral character. These ideals, part of the daily fabric of life, are woven into all that St. Albert does. Morning Words of Wisdom, practiced throughout the day, are reflected upon at day's end. Service is encouraged and practiced at all grade levels. Stewardship programs serving the wider community include tutoring, feeding the homeless, and engaging with the elderly.

Recognition for accomplishing St. Albert's mission is evidenced by awards conferred upon members of the faculty and student body. Recently awarded were the Louisville Irene Casey Inclusion Award for work with the Fast Forward Reading Program, and the Kentucky DARE educator of the year award for the drug awareness program. Academic teams and scholars are recognized in the Governor's Cup and the Catholic School Academic League competitions. City wide Young Authors winners, junior high Book Bee champions, and a state level Spelling Bee winner represent some of the talent present. Each year students receive State and Grand recognition from The Duke University Talent Identification Program. Published students include KCTE first place winners in poetry and narrative.

Being a nationally recognized Blue Ribbon school has spawned pride, confidence, enthusiasm and an ongoing effort to maintain high standards of excellence and integrity. Responding to this award, the school population grew, and family and community engagement increased. Business community ties have been strengthened to include St. Baldrick's, American Heart Association, Catholic Relief, Metro Police, Lyndon Fire Department, and Junior Achievement. Scholarship assistance was donated by an alumnus, and a donation from the Marshall Foundation was used to finance an intensive technology PD week at Bellarmine University. The presenter served as a technology consultant during that entire school year.

Receipt of the Blue Ribbon Award has further propelled advancements in technology with a second computer lab equipped with iPads, laptop and iPad carts, SmartBoards, and ceiling mounted projectors. Funding has been secured for purchase of 1:1 Chromebooks. Teachers engage in numerous technological professional development opportunities. Sharing within professional learning communities allows optimum use of this ever evolving resource. A full time director of technology remains on staff.

From the first day of preschool to the proud moment of graduation, students walk upon a purposefully constructed path, occasionally stumbling, often sprinting, but consistently keeping pace. All steps lead to a lifetime of learning, and full preparation for the challenges ahead.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

All curriculum areas, aligned with Common Core Standards and the Archdiocesan framework, are designed to prepare students with 21st century skills needed to succeed in higher education and careers.

#### Language Arts

##### Reading:

Pre-K through 8 receive foundational basics in reading, grammar, spelling, and writing. To establish phonological awareness, the Pre-K and kindergarten curriculum focuses on listening, speaking, and observing. K-2 children receive reading instruction in ability-based small groups. Special reading teachers work with small groups of K-2 emerging readers. The Reading Recovery Program provides one on one tutoring for K-2 at risk students. Phonics, spelling, and word acquisition are achieved in K-3. Grades 3-8 read from anthologies aligned with Common Core which include fiction, nonfiction, poetry, and drama. Additionally, novels are used for whole class instruction. Pre-K through 8 have classroom libraries and access to the media center.

##### Writing:

Narrative, Explanatory/Informative, and Argumentative writing are taught in all grades. Students implement the writing process from pre-writing to publishing. Elements of grammar are learned within the writing process and from a language text. Spelling, writing, and grammar skills are reinforced using the Simple Solutions Common Core English Grammar and Mechanics program. Latin/Greek roots, spelling, and vocabulary are acquired using a vocabulary text. Instruction in research skills allows students to selectively access information, paraphrase, and properly cite sources.

##### Independent Reading:

The Accelerated Reading program is implemented in K-8. Students read within their tested reading levels and achieve marked goals based upon successful completion of computerized comprehension quizzes. Motivation for success is encouraged with reward programs.

##### Math:

Pre-K and kindergarten focus on number concepts and geometric shapes. Math groups are leveled from grades 3-8. In grades 3-6 Terra Nova scores are used to place students as top, middle, and emerging. Grades 7-8 are broken into five math groups each. The top group (25) moves more quickly with the goal of testing into high school Algebra II. The emerging group (10) receives reinforcement in fractions and decimals before moving on to algebraic equations. The middle groups proceed with algebra. Grades 7-8 take the Acuity test to assess performance and align placement. The Simple Solutions Common Core Mathematics program is used in K-8 to reinforce foundational skills. Manipulatives are used throughout. Technology resources challenge and/or remediate as needed. Math labs (6-8) provide after school tutoring three days per week. Small groups (1-3) are pulled out for additional support. During the summer, the computerized Ten Marks program is one of the programs used to practice and retain concepts.

##### Science:

The K-8 program includes chemical, physical, Earth, and biological sciences. A study of weather, seasons, and animal life begins in kindergarten. Primary grades cover Life Science - plants, animals; Earth Science - habitats, landforms, oceans, weather; Physical Science - motion, force, simple machines. The intermediate concepts include rocks, minerals, ecosystems, and biomes. The scientific method is introduced. Dissections of a sheep's eye and brain, and a bovine heart, enhance the study of the human body. Grade six studies Earth Sciences - Geology, Astronomy, Meteorology, and Oceanography. Grade seven covers Biological Sciences - cells, diseases, plants, protists, reproduction, and the human body. Eighth graders study Chemical and Physical Sciences - atoms, periodic table, radioactivity, bonding, chemical formulas,

composites, and combustion. Hands on methods and technology are utilized. Students (6-8) prepare science fair projects incorporating research and the scientific method. Juried projects are presented and displayed.

#### Social Studies:

The social studies curriculum encompasses geography, history, economics, government, and current events. Higher order questioning promotes an understanding of the interconnectedness of topics, concepts, and their influence upon politics, environment, societies, and cultures. Students read and interpret maps, graphs, and charts. Publications (Junior Scholastic) inform students of current events. Programs (KYA and KUNA) encourage students to experience mock settings of domestic and international government. Students research, propose, present, and debate in collaboration with other state schools. Junior Achievement reinforces economic concepts.

#### Religion:

Students, K-8, take religion four days per week, using an Archdiocesan approved text, and attend Mass weekly. Ongoing professional catechist training is required. The overarching goal is for all students to learn to live according to the teachings of Christ. Students learn Catholic identity and practices; spirituality is fostered through prayer, liturgy, scripture, and Christian service. Values, consistent with Catholic beliefs, are instilled. Grades 1, 2, and 8 prepare for Reconciliation, First Eucharist, and Confirmation. Church History is taught in grades 7 and 8.

#### Preschool:

The preschool program, staffed by two certified teachers, allows 3-4 year olds to become comfortable with the school climate, encouraging kindergarten readiness. The academic expectations mirror those of kindergarten. Housed in the same building, preschoolers become familiar with both preschool teachers and their future kindergarten teachers. The curriculum focuses on sensory and motor activities, experience with language and math skills, and social skills. Frequent opportunities abound for imaginative play. Collaboration between preschool and kindergarten teachers facilitates the students' seamless transition.

## **2. Other Curriculum Areas:**

#### Visual Arts:

Pre-K through 8 receive one period of instruction weekly by a certified visual arts instructor. A dedicated art room is equipped with a variety of media, as well as a kiln. Students create art and learn to appreciate the art of the masters. The concepts of space, color, form, pattern, shape and design are taught. Each student contributes two pieces of art annually to the art fair, transforming the gym into a virtual art museum. Selected works are framed and hung throughout the school.

#### Music and Performing Arts:

Pre-K through 8th receive weekly instruction from a certified music instructor in a dedicated music room equipped with a piano, Orff instruments, drums, recorders, and hand bells. Choral singing is taught emphasizing rhythm, harmony, tone, and pitch. From Pre-K through 8th, opportunities are provided to perform in public under the direction of the music instructor. A student choir sings weekly at school/parish liturgies. Student cantors lead choral hymns and responsorial psalms. Students are featured on the violin, piano, drums, hand bells, and guitar.

#### Physical Education:

Pre-K through 8th, attend physical education class one day per week in a gymnasium or on the athletic field. The curriculum includes exercise, games, organized sports, and dance. Activities target and develop strength, coordination, and balance. Good sportsmanship and team building are promoted. K-5th participate in two noncompetitive Fun Runs featuring running, jumping rope, skipping, and calisthenics. Grades 6-8

support the American Heart Association Hoops for Heart. Pre-K through 6th participate in an outdoor field day which showcases physical activities, games, and team spirit.

#### Health/Nutrition:

Healthy life styles are fostered through science classes. A Federally Funded Nutritionally Balanced Meal Program is served daily. Drug and alcohol prevention programs include Red Ribbon Week and SADAP (St. Albert Drug and Alcohol Program). Health programs include: SPAVA (Society for the Prevention of Adolescence Violence and Aggression); AEI (Abstinence Education Initiative); KY Office of the Attorney General and Looking for Lilith Drama (Cyberbullying); Center for Women and Families (healthy relationships); and the Mary Byron Foundation (Domestic Violence).

#### Foreign Language/Spanish:

St. Albert is in compliance with the program's foreign language requirements. Pre-K through 8th learn to speak, read, and write in Spanish, while acquiring an appreciation for Spanish culture under the direction of three qualified Spanish instructors. Pre-K through 5th receive instruction once a week. Spanish I curriculum begins in sixth grade with class twice weekly. Seventh graders meet four times weekly, completing the first semester of Spanish I. Eighth graders meet five times weekly, completing the second semester of Spanish I. Approximately 20%-40% of eighth graders enter high school Spanish II. Several graduates have qualified for Spanish III as incoming freshmen.

#### Technology:

Pre-K through 6th attend one computer class per week in a computer lab under the direction of a qualified technology instructor. Grades 7 and 8 attend twice weekly. Students use Type to Learn to master basic keyboarding skills. Documents are prepared with the use of Microsoft Word, Excel, Power Point, and Prezi. Digital posters are created with the use of S'More. Internet safety is taught. Students learn to research and discern sites of integrity. The instructor collaborates with core content teachers on projects and assignments.

The school has a mini-lab equipped with 15 iPads used for Accelerated Reader testing, research, and the reinforcement of basic core concepts and skills through the use of iPad apps. Examples include Romeo, Spelling City, GRE Vocabulary, Write About, Haiku, Algebra Pro, Solar Walk, Human Body, Atlas, Google Earth and Tellagami. Other uses include Skyping with other countries, in-house TV news productions, and video taping of student presentations. Carts equipped with 30 iPads and 30 laptops are available. All teachers have iPads, and all classrooms have Smart Boards and/or ceiling mounted projectors. Students use their own electronic devices under supervision. In 2015, grade 6 will be supplied with 1:1 Chromebooks. By 2017, each middle school student will have a 1:1 device.

#### Library/Media Center:

Students attend library weekly under the direction of a librarian and paraprofessional. The library has approximately 12,000 volumes including the recently purchased nonfiction book section which aligns with the Common Core. The computerized card catalog allows for materials selection according to interest, ability, and AR goals. Book fairs occur biannually, and reading is enhanced by visits from nationally recognized authors.

### **3. Instructional Methods and Interventions:**

#### Instructional Methods:

Teachers seek to provide a challenging learning climate which allows for each student's success. With this in mind, teachers collaborate, communicate, and create opportunities tailored to the individual learner. Pre-assessments, formative assessments, and summative assessments are used to guide the planning of lessons which meet the differentiated instructional needs of all students and meet the goals of the Common Core Curriculum Standards. Formative and summative assessments are reviewed and analyzed item by item to

inform re-teaching and/or forward instructional movement. Lessons are planned with this question in mind: "What do I want my students to know, understand, and be able to do?" Thus, expectations are set, behaviors are modeled, and opportunities are provided for practice, integration, and performance. The student's performance may take many forms, including group/panel discussion, debate, essay, journal, and a visual, kinesthetic, or auditory project. Summative assessments demonstrate the student's mastery and ownership. Motivational techniques include interest surveys and field trips which explore science, the arts, history, and culture.

#### Interventions:

Annual standardized testing occurs in every grade K -7. Results are studied and used to inform curriculum design throughout the school. Additionally, this analysis identifies students requiring intervention. Two special reading teachers are on staff to ensure first graders have a solid grasp of letter recognition and sounds. The SciLEARN Fast Forward program, the only one currently in Louisville, provides reading remediation for screened applicants with auditory and ADHD concerns. This auditory processing program addresses memory, attention, processing, and sequencing skills. Success has been noted in marked participant improvement and the receipt of ongoing grant funding. A full time resource teacher oversees the 504 strategy plans and accommodations for special needs students. She works with parents, students and teachers to ensure plans are implemented and meet the needs of the student. Additionally, she works with teachers to ensure that the gifted students in the classroom are challenged and continue to reach their potential. Additionally, a gifted and talented program (GATES) is available to qualifying students. Students in need of Spanish or math tutoring may attend after school labs. The Minds in Motion Program is offered to grades Pre -K through 1st daily. This Minds in Motion maze includes balance beam, skipping, and eye hand coordination activities resulting in improved physical coordination and left/right manipulation, which in turn, enhances left to right reading and writing. All interventions and planning work toward the goal of the success of every child.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Within the last five years all Terra Nova scores are consistently 20-30 points above the national mean percentile with the exception of three scores. In the last five years St. Albert has had 8 or 9 out of 10 scores in the top 15% of the national mean percentile. In 2013-14, 10 out of 10 scores reached the top 15% of the national mean percentile allowing application for this prestigious award. The bar has been set high, and scores consistently continue to meet or exceed expectations. Every grade is tested every year, grades K-7, to permit correct placement of students, reporting to parents, and curriculum adjustment. Full ownership is shared by the entire faculty for the responsibility of meeting or exceeding these goals.

The fifth grade reading score was 68 in 2013-14 which met the Blue Ribbon requirement but fell slightly short of the St. Albert expectation of 70 or higher. To address this, a new Common Core literature series was adopted to assist in focusing on key ideas, craft and structure, and literary analysis. The 2009-10 sixth grade math score was 58.7. This is primarily attributed to the onset of a debilitating disease suffered by the math instructor. Unfortunately, he was forced to resign and a long term sub finished the year. Marked improvement was noted in the following year. The score rose to 78. With the hiring of a new teacher, smaller math groups, and adoption of a new math text, scores continued to improve. In 2013-14, a 68.2 in sixth grade math met the Blue Ribbon standard but fell slightly below St. Albert's expectation. To address this, math labs were and are being offered three days per week after school to strengthen students' understanding and performance.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

As a foundation for curriculum analysis, standardized test data (Terra Nova, In View, Acuity, ACRE, High School Placement) are reviewed and studied to identify existing student and school strengths and weaknesses. This data guides adoption of methodology and text selection. Employment of these methods and texts involves frequent pre-assessment, formative, and summative assessment. These tools inform the teacher of benchmarks reached and are a basis from which instruction flows. The instruction allows for reteaching and retesting as necessary.

A myriad of assessments includes on-line testing, open response questions, math story problems, oral and written exams, video production, research projects, creative writing, artistic works, rubric based essays, computerized testing, and technology enhanced projects.

This assessment data is used to improve instruction by placing K-8th students in specific learning groups, and identifying at risk students and the gifted and talented. All language arts students experience both academically leveled and non-leveled groupings each day. Math students are grouped into three ability levels until grade 6, and into five levels each in grades 7 and 8. Middle school science is ability leveled. Spanish, social studies and special areas are not. This variety promotes diversity and a continuous interaction among students and faculty. Fluidity is maintained within these levels to ensure changing needs are constantly met.

Parents and students are informed of assessment results through Rediker, a real time online reporting system. Parents receive a Tuesday folder which includes graded tests and assignments. Teachers and parents communicate via email, texts, phone calls, and conferences. Terra Nova and High School Placement results are mailed to parents and discussed at conferences.

## **Part VI School Support**

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### **1. School Climate/Culture**

To open each school morning, a designated staff member shares Words of Wisdom, a program focusing on values, morals and choices, with the student body. The words color the students' attitudes for the day and are reinforced as each school day closes with the final announcements.

Students are motivated and nurtured by positive reinforcement and instruction that enable success at all levels. Current student work is always on display and is showcased annually in an Academic Fair. Accomplishments are further recognized in the school Monday Memo, the church bulletin, the Archdiocesan Record, the local newspaper, and Louisville Magazine. At an annual awards day ceremony special recognition is given for high academic achievement as well as for participation and effort. The entire student body assembles weekly to celebrate liturgy. Pep rallies, Haunted Halls at Halloween, Santa's Secret Shop, seasonal class parties, and music at recess all contribute to a feeling of joyful connectedness within the school community. Each child's birthday is recognized in morning announcements as well as by a special visit and a small gift from the principal. Parent/student/ teacher conferences are conducted three times a year to ensure good communication and goal setting. Attendance at these conferences is typically 99-100%.

Positive emotional growth is enhanced by frequent teacher collaboration regarding students and their progress as they advance through the school. Teachers become aware of special circumstances that affect a child such as divorce, death in the family, or job loss. There is a sincere effort to accommodate and nurture students through these challenges. On staff is a fully certified and committed counselor who is available to parents, students, and faculty. She provides individual counseling as well as small group interactions. The small groups have included friendship skills, social skills, and divorce guidance.

Not only are students valued and supported, but teachers receive encouragement and appreciation for their efforts in and outside the classroom. Both a strong principal and assistant principal maintain an open door/ear policy. Teachers are always welcome to discuss any issue. Strong leadership directs and secures the staff as they work together to fulfill the school's mission. The PTO expresses gratitude for the staff's efforts by providing luncheons, breakfasts, holiday celebrations, birthday gift cards, and spring time flowers, to name a few. The parish provides a monetary gift at Christmas and strives to promote the feeling that each teacher is valued and respected.

### **2. Engaging Families and Community**

From the beginning, a new family is paired with a host family. New students are paired with a peer. An ice cream social and a scavenger hunt are attended by new families prior to the beginning of school. Also, a picnic is held for incoming kindergarten students and their families.

Parents and grandparents are encouraged to be involved. They are invited to lunch with their students, join the PTO, become room parents, chaperone field trips, attend school sponsored parent education classes, worship at school liturgies, coach academic teams, organize field days, and assist with stewardship programs. Their comments, concerns and contributions are always welcomed.

The school board assists with marketing, development, and long range planning. Revamping in 2012 allowed greater support for the administration. The newly formed technology committee has developed a five year plan to give students the tools they need for success in the 21st century. Parents, parishioners, and community leaders serve on this board and contribute to its broad vision.

The generosity of the students and parents is exemplary. Stewardship programs allow students to visit nursing homes, feed the homeless, and tutor. Students perform service projects for the community such as BBQ for the Homeless, indigent cemetery grave site care, as well as visiting the local St. Vincent DePaul Society. Seventh graders participate in an annual refugee camp program hosted by Catholic Charities. The

student council sponsors an annual penny challenge which raises money for a designated charity. In 2014 they raised \$2,800.00 for Ebola victims in Liberia.

In 2003, St. Albert was the first school globally to host a St. Baldrick's Day which funds research in childhood cancer. Continued participation in this event has placed this school in the top five schools nationally in funds raised at \$806,000.00 for this charity. St. Albert's goal is to reach the \$1,000,000.00 mark.

St. Albert has long supported the American Heart Association collecting \$750,000.00 through the Jump Rope for Heart and currently the 2 on 2 Hoops for Heart program. Students and families contribute canned goods annually to the Dare to Care.

Community leaders offer programs including Career Day, Junior Achievement, and Stranger Danger. The Abstinence Education Initiative is provided by the Pregnancy Resource Center. SPAVA, the Society for the Prevention of Adolescence Violence and Aggression, works to teach empathy and eliminate bullying. Information on cyber bullying is provided by the Kentucky Office of the Attorney General. These programs connect our students with community leaders and open their eyes to opportunities for responsible community citizenship.

### **3. Professional Development**

Professional development opportunities are utilized by the St. Albert faculty and administration to enrich student classroom experience, broaden awareness of educational trends, and continue to nurture the whole child. Each summer, teachers and administrators attend workshops provided by the Archdiocese of Louisville Summer Institute. For the past two years, teachers and administrators have specifically focused on PD opportunities centered on Common Core Standards and the use of technology. These opportunities impact teachers and administrators by increasing their capacity to align instruction with Common Core and to effectively discern the use of appropriate technology in the classroom. Professional development has been used to improve the implementation of online texts and their myriad of corresponding resources. PD classes have introduced teachers to a wide array of educational apps and have helped them narrow this abundant field and select resources that best meet the needs of their students. With the installation of SMART Boards, teachers have received training in the uses of this tool. In addition to the summer PD hours, in-house training is offered. Most recently, ongoing intensive training in the use of the newly implemented online Rediker grading/reporting system has been presented. Quarterly early dismissal days allow for professional learning communities to meet within specific subject areas to align instruction with Common Core and review, share, and integrate technology applications. Additionally, PD is included in each monthly faculty meeting. Faculty members engage frequently in webinars, attend PD sessions hosted by other schools, and maintain membership in professional organizations such as NCTE, KCTE, and MCTE. Regional professional development seminars have been hosted and attended by St. Albert faculty. Organized by grade level, these meetings allow teachers to share ideas and concerns with colleagues from neighboring schools promoting growth as well as camaraderie. Grants have been written and recipient teachers have attended national symposiums in their disciplines. For example, a middle school social studies teacher attended a U. S. Constitution conference at the National Constitution Center in Philadelphia. Funding is set aside annually for professional development. All teachers at St. Albert may avail themselves of these funds to attend state and national professional development. In addition, completion of graduate degrees and course work is strongly supported by the administration. There is also 100% participation in the Academy of Catholic Educators. These professional development opportunities allow teachers and administrators to adapt and grow as they embrace the challenges of the 21st century classroom.

### **4. School Leadership**

The leadership philosophy of St. Albert is that every child makes progress toward his or her potential no matter his or her ability level. The leadership team is comprised of the principal, assistant principal, school counselor and resource teacher. This team reviews test data, weekly lesson plans, and parent concerns in order to provide the necessary support to change, continue, or enhance existing programs. Formal observations occur twice a year and are followed by a conference between teacher and administrator to

ensure standards continue to be met. Ongoing frequent informal observations (eWalk) occur to provide the administrator with a snapshot of teacher performance, student engagement, and technology use. The data collected is both shared electronically with the teacher and used by the administration to shape policy and guide curriculum. The principal is innovative and proactive in utilizing the resources available or acquiring new resources as needed to support student learning. The principal works collaboratively with the faculty and the school board.

The school counselor facilitates individual counseling, small groups, and guidance classes to foster healthy emotional development. She sets the tone for a calm progression toward academic and social goals. The whole person is addressed with programs which include parenting skills, family dynamics, social media responsibility, and environmental safety.

The resource teacher allows students identified with special needs to receive necessary accommodations, strategies, and modifications. Collaborative conferencing supports implementation of individualized instructional plans which include school and family components. Plans are reviewed annually, or as needed, to evaluate and modify effectiveness. She stands as a model of affirmation. She leads all in embracing student diversity and giving each child an opportunity to acquire the skills necessary for success.

The leadership team has been instrumental in developing the discipline program. The Discipline with Purpose program teaches self-discipline skills from K-8. Students reflect upon choices and modify behaviors as needed. The program promotes self-examination which leads to behavior which respects others, self, and things. The school environment is impacted positively as students are called forth to contribute to a safe and respectful learning environment.

Student leadership is evidenced in the student council and House System. Middle school students belong to eleven Houses, each with one teacher mentor and two student leaders. House members interact across grade levels and take pride in being role models. The student council is dedicated to leadership, service, and school spirit. Ambassadors conduct tours for visitors. Student leadership is further evidenced by the eighth grade/kindergarten buddy program.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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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 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

### 2014-2015 Tuition

Grade	Amount
K	\$5100
1	\$5100
2	\$5100
3	\$5100
4	\$5100
5	\$5100
6	\$5100
7	\$5100
8	\$5100
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$5215  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$1200
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      1%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      10%

## PART VIII - ASSESSMENT RESULTS

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### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	88	88	83	91.6
Number of students tested	73	67	77	71	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79.8	80	72.5	77.5	83.3
Number of students tested	67	77	78	69	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	73	69	77	79	71.3
Number of students tested	78	72	69	69	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	68.2	74.7	73	76.2	58.7
Number of students tested	72	75	83	75	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Feb	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	79	75	69	71.7
Number of students tested	73	74	78	78	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	72	79	76	75	74.5
Number of students tested	73	67	77	71	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	70.6	74	70.7	72.8	75.3
Number of students tested	67	77	78	69	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	68	71	75	72	70.2
Number of students tested	78	72	69	69	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	74.5	80	75.7	76.2	72.5
Number of students tested	72	75	83	75	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	78	78	77	80.7
Number of students tested	73	74	78	78	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**