

**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. Jill Lonnemann

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

Official School Name St. Pius X Elementary

(As it should appear in the official records)

School Mailing Address 348 Dudley Pike attn: Jill Lonnemann

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

City Edgewood State KY Zip Code+4 (9 digits total) 41017

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

Telephone 859-341-4900 Fax 859-341-3440

Web site/URL http://www.stpiusx.com/school E-mail jlonnemann@teachers.stpiusx.com

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

Other Social Media

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Link myschoolway.com app

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\* Mr. Michael Clines E-mail: mclines@covdio.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name \_\_\_\_\_ 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 Mr. Chris Schutte

(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. 5 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	38	37	75
1	41	38	79
2	25	37	62
3	21	37	58
4	28	35	63
5	37	25	62
6	33	36	69
7	29	44	73
8	31	38	69
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	283	327	610

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 0 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 97 % 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	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1	581
(5) Total transferred students in row (3) divided by total students in row (4)	0.009
(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:
8. Students eligible for free/reduced-priced meals: 1 %  
 Total number students who qualify: 7

9. Students receiving special education services: 0 %  
0 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>2</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>41</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	4
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 23:1

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	98%	98%	97%	97%	96%
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. 2001

15. Please summarize your school mission in 25 words or less: To provide a high quality Catholic education; Embracing the Gospel message of Jesus Christ promotes the spiritual, academic, and personal growth of the whole child.

## **PART III – SUMMARY**

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St. Pius X Catholic Elementary School is located in Edgewood, KY. The school is part of the St. Pius X Parish community and has served as a neighborhood school at its current location since 1958. There was a large addition completed in 2003 that includes two kindergarten classrooms, two science labs, a new gym, offices for the school and parish, and meeting rooms. The campus is in a residential area and many of the students live within a five mile radius and are members of the parish. The mission of the school is to provide a high quality Catholic education that promotes the spiritual, academic, and personal growth of the whole child. To accomplish this, each child is treated as an individual and helped to feel welcome and safe as a member of the school community. The school goals are to emphasize the importance of prayer, liturgy and Scripture; to encourage service to others; to provide a variety of instructional methods; to develop skills necessary for students to function effectively; to encourage parental involvement; to provide activities that encourage leadership experience and acceptance of responsibility; and to make learning a pleasant and worthwhile experience.

Current enrollment at St. Pius X is 610 students with three classes at each grade level. Every student has the opportunity to participate in Spanish, Music, Physical Education, Library, and Art on a weekly basis. The school community is blessed to have a full-time Resource Teacher to work with grades K - 4 in Language Arts and Math, and two part time resource positions for grades 5 - 8. The school also employs a full-time Counselor and Assistant Principal, and a Speech/Language Pathologist is provided through the public school system.

St. Pius X has taken on many new initiatives in the last five years. The school is a wireless Google for Education school where students in grades K - 4 attend a weekly computer class in the computer lab and are furnished with several computers in each classroom. Every student in grades 5 - 8 is provided with a school-owned Chromebook to use during the day with access to their work from any device at home. Professional Learning Communities work in collaboration for the success of all students. Grade level teams share a common planning period to discuss learning objectives and to analyze data from pre-testing and post-testing of essential skills. Vertical teams also meet in each subject area. Response to Intervention in Math and Reading is implemented for grades K - 4 to enrich students who have already mastered a specific skill, work with those who need some practice, and target those who are struggling with mastery. The Responsive Classroom approach is used in the elementary grades, creating a positive learning environment through clear expectations, modeling, and practicing appropriate behaviors and procedures. Each classroom participates in Morning Meetings to enhance relationships and positive interactions. The Developmental Designs approach, which is similar to Responsive Classroom, is utilized in grades 5 - 8. It allows for CPR, Circle of Power and Respect, where students engage in dialogue about various topics to obtain a beneficial atmosphere. There is also a Character Education component at the school facilitated by the counselor.

There is much activity on any given day at St. Pius X. Parent volunteers can be seen helping throughout the day in the classrooms, on the playground, and in the cafeteria. After school activities include a child care program, athletics, academic help, and many school clubs such as Lego, Chess, Rosary, Mathcounts, Academic Team, Student Council, Art, and Choir. The Parent Teacher Guild works hard to raise funds to help support the many academic, technological, and extra-curricular initiatives that are available to the students. There is a very generous community of staff, students, and parents who are actively involved in outreach through all-school and grade level projects. The pastor is very active in the school, visiting classrooms throughout the day and the cafeteria during lunchtime. He shares "Fridays with Father" over morning video announcements and can often be spotted at after school and evening activities involving the children. His presence helps the children remember that we are a Catholic school first, and he offers great modeling for how we are to be present to and for others.

St. Pius X has embraced a WE Culture where everyone works together to make it the best school it can be! Although leadership has changed since the first Blue Ribbon status was awarded, this recognition is leveraged on school literature and advertisements. This status gives the school high academic regard in the community and has helped increase enrollment. Due to all the many positive changes in the culture and structure of the school since the Blue Ribbon was first awarded, it is appropriate to re-apply at this time.

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

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

The most important core curriculum area is Language Arts. Students must know how to read and write to be successful in all other subject areas. Multiple skills are taught early on using Orton-Gillingham, guided reading groups, and Writer’s Workshop. These programs and approaches allow the teachers to differentiate instruction based on individual student needs, meeting them at their current level. There is also a phonics component emphasizing spelling patterns and vocabulary. The essential skills in each of these areas are assessed, and a Response to Intervention period occurs three days a week to ensure that all students show personal academic gains at a remedial, on-target or enrichment level. Beginning in grade three, students are reading to learn and explore informational text, novels, and anthologies. Students learn proper techniques to compose narrative, imaginative, persuasive, expository and research writing that is integrated throughout the curriculum. A technology component for vocabulary development to improve comprehension and writing skills has also been implemented in grades 5 - 8.

Math is another very important core curriculum area. The Go Math series is used in grades K - 5 where differentiation is applied through pre-testing. Students are placed in fluid remedial, on-target, or enrichment groups based on assessment data of each essential skill. The Math Specialist designs and implements interventions for students struggling to master a skill and works with the remedial group, along with a classroom teacher. Math 4 Today, a daily series of five review problems, is used for warm-up activities to reinforce material already introduced. In grades 5 - 8, students use Simple Solutions and Khan Academy for this purpose. Programs such as Khan Academy are leveled for each individual, and the student must show mastery of one skill before practicing another. Resource teachers “push-in” to the math classes to assist the classroom teacher or to help students with individual work. Beginning in grade six, an advanced math group is created based on standardized test scores and teacher recommendations. Students in the seventh grade advanced group study Pre-Algebra, and the eighth grade advanced group studies Algebra I. A small percentage of eighth graders are selected to study Algebra I at the local high school where they may receive credit.

The Science curriculum follows state and Diocesan standards and includes physical, earth, and life science. Teachers use a hands-on approach to teaching science, and the students enjoy the experiments and inquiry methods that are used. The school boasts two labs for grades 5 - 8. The labs have a work room in between them for the teachers to store materials and prepare experiments. Beginning in sixth grade, students create a Science Fair Project annually that they present for judging. The winners move on to the region and state levels. The junior high students have a Latin component to their science curriculum where they learn Latin prefixes and science and health terms that use these prefixes.

In Social Studies, students learn about citizenship, communities, and their city, state, country and world. Teachers include several computer resources and home-made simulations regarding important events from the past to engage the students in their learning. Students also discuss current events, often using interesting computer sites. Flat Stanley travels the world in second grade, and the junior high students present a US History project that is judged at a Diocesan competition. The Social Studies curriculum raises student awareness of their role in and connection to the world around them.

The subject area that is most relevant to St. Pius X, and intertwined in all the subject areas, is Religion. As a Catholic school, the major focus is to help the students become good Catholic Christians who will work to bring about the Kingdom of God. Students attend Mass with their classmates twice a week, interact with the parish priests, and receive daily instruction in the Catholic faith. Students also prepare for reception of the sacraments in grades two and eight.

Teachers at each grade level have the opportunity to meet together by subject monthly during the school day to discuss best practices and to vertically align the curriculum. The goal is to equip students academically, spiritually, and socially with the skills they need to be successful. This is achieved through much collaboration.

## 2. Other Curriculum Areas:

Enrichment classes are an important part of the curriculum. Each day students enjoy a different enrichment - Art, Library, Music, Physical Education, and Spanish. Students in grades K - 4 visit the computer lab weekly, and students in grades 5 - 8 combine technology education across the curriculum with the daily use of their Chromebooks.

The art curriculum includes the basic fundamental elements of art, media exploration, and art history. Art history is used as a springboard for most projects in grades K - 8, giving students a foundation to build their natural curiosity and enhance their learning. The curriculum for grades K - 4 focuses on cultures of the world throughout history and concentrates on media explorations. Grades 5 - 8 follow an increasing focus on artistic styles, creativity and individuality. Analytical skills are developed by allowing students to interpret works of art both verbally and in writing. The main goals of the art curriculum are to develop creative problem solving and to provide the students with a wide range of personal expression.

The music program includes general music, choral music, and extracurricular programs. The general music program covers grades K - 8, and its curriculum is built on a combination of music theory and aural training, as well as music history, appreciation, composition and performance skills. Such a combination allows for diversity of understanding, thinking, and participation, as well as the development and use of both left and right brain learning. Music complements and connects with other subjects - through the notation, math skills are used regularly; history, geography and art are incorporated in the study of music history, the lives of the composers, and the various genres of music; and writing skills are enhanced through the creation of stories while listening to selected pieces. Extracurricular music programs include an elementary and junior high choir and musicals.

The goal of the Spanish curriculum in grades K - 4 is to begin to recognize basic vocabulary necessary to communicate in the language. Each year the students build on their skills of recognizing, pronouncing, and spelling a variety of vocabulary terms. Grades 5 - 8 focus on acquiring more sophisticated vocabulary as well as integrating Spanish grammar concepts. Students use prior knowledge and new content to begin writing sentences and speaking in the target language. St. Pius X is in compliance with the program's foreign language requirements.

Physical Education enables children to develop good health and activity habits that will become a lifestyle throughout adulthood. Students in grades K - 4 follow a skills theme approach. It is designed to provide a physical education experience that is appropriate to a child's developmental level, instead of their age or grade level. Grades 5 - 8 participate in various individual and team sports, as well as educational dance and aerobic activities. Research has shown that people who are physically active perform better on cognitive tests, and it influences cognitive development.

The library curriculum for grades K - 4 nurtures the love of reading while helping students develop their individual reading skills. Students are introduced to the different sections of the library and are taught the basic procedures and terms, proper book care, and appropriate listening and discussion skills during their weekly story time. The Accelerated Reading Program and STAR reading assessment are used to help identify individual reading abilities and establish challenging yet attainable goals. The curriculum for grades 5 - 8 promotes an appreciation of books, recreational reading, and informational literacy.

The technology curriculum provides students with the skills necessary to become productive citizens in the 21st Century. Digital citizenship is introduced in lower grades and covered in depth with older students. Keyboarding skills and technology concepts are also part of the curriculum. Instructors collaborate with teachers to produce projects and learn applications that coincide with classroom content. The 2014-15 school year marked the fruition of a three year plan that included the installation of a wireless network, the implementation of 1:1 technology with Chromebooks for grades 5 - 8, and the addition of classroom Chromebooks and tablets for grades K - 4. St. Pius X is a Google for Education school.

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

The focus at St. Pius X is on student learning through high quality teaching, collaboration, and the creation of lessons based on student data. Teachers assess students before, during, and after a unit to ensure that the material is comprehended and retained. Student data drives the pace and type of lessons that the teachers present. That same data also shows what lessons and materials are most effective so they can be duplicated in other classrooms. Due to constant collaboration, teachers are able to see what interventions will most benefit each child. Students in grades K - 4 receive targeted interventions three times a week through a Response to Intervention period built into their schedule. During this time, students are placed in small fluid groups based on their needs - extra instruction, continued practice, or enrichment activities. The teachers, aides, and Reading Specialist facilitate small group instruction that focuses on the needs of each individual.

Multiple forms of progress monitoring are used in the classrooms. There are formative and summative assessments that are paper/pencil and computer based, and individual and small group projects. Students often work collaboratively during formative assessments, using a variety of methods that often include technology. Teachers use original and pre-made summative assessments, and students may be tested orally with a member of our Student Services team or the classroom teacher. Each teacher also designates one day a week for a help session after school, and parents are provided with additional resources through the school website. Teachers in grades K - 4 use their grade level created Weebly website, and teachers in grades 5 - 8 use Google for Education. Resources include links for extra practice, copies of homework papers, slideshows, notes, and study guides. Students, teachers and parents are encouraged to communicate often so that there is an understanding of each student's strengths and the identification of weaknesses as soon as they arise.

The Student Services Team meets weekly to discuss ways to help students who may need additional interventions in the area of academics as well as personal development. The team includes the resource teacher, counselor, assistant principal and principal. Members meet with the students' teachers and help facilitate "next steps", including parent meetings and referrals for outside testing. All of these practices provide the strongest foundation for the students since everyone is working together for their success.

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

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

The test scores provided include national percentile marks from the Iowa Test of Basic Skills in the areas of Reading and Mathematics for the past five years, grades three through seven. These scores are consistently above state and national norms. They range in the upper quartile, or above the 75th percentile, in all areas and are very comparable with the scores of other Catholic elementary schools in our Diocese. Five years ago, with the new administration, the faculty began analyzing these scores and looked for ways to improve them, especially in the areas of Reading and Mathematics.

The faculty researched Response to Intervention (RTI) in Reading and worked with the Diocesan Inclusive Education Coordinator and a neighboring Diocesan elementary school to implement our own RTI program in the 2012-13 school year. RTI is currently being used in grades K - 4 with the help of a full-time Reading Specialist and other resource staff, and teachers are exploring ways to implement RTI in grades 5 - 8. Guided reading, STAR Reading Assessments, and individualized instruction have also been implemented.

In mathematics, an advanced group in grades 6 - 8 was created for the 2010-11 school year based on standardized test scores. The following year, the Big Ideas Math Curriculum written around the NCTM focal points was adopted for these grades. In the 2013-14 school year, the school adopted the GoMath series for grades K - 5. Through pre- and post-testing, differentiated instruction occurs so that all students are learning at the appropriate level. Simple Solutions in grades 5 - 8 and a daily math review in grades 1 - 4 have been implemented so that students are continually practicing concepts that should be mastered. Students in grades 5 - 8 also use Khan Academy, a computer program that assesses student's mastery of skills.

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

St. Pius X analyzes a variety of assessment data to improve student and school performance. Teachers use data from formative and summative assessments to shape their instruction. Essential skills are also identified in every subject area, and are assessed in Reading in grades K - 4 after full-class instruction takes place. The results are analyzed by the Reading Specialist and students are placed in strategic, on-target, and enrichment groups during the RTI period that occurs three times a week. A new skill is not introduced until there is at least 85% mastery by all students in the grade. A similar process is used in Mathematics for grades K - 4, but the students are pre-tested to determine the type of full-class instruction they will receive – strategic, on-target, or enrichment. This information is helpful in meeting the needs of the individual student and helps improve student performance. Through this approach, school performance is increased because the students do not need to be “re-taught” a concept in the next grade because mastery at the previous grade is achieved.

Standardized test data for grades 3 - 7 are also analyzed at the end of every year. Teachers look at data to determine areas of instructional improvement and analyze the previous grade test scores to help identify essential skills for the upcoming year. School-wide data analysis determines strategies to improve school performance.

Assessment results are communicated with parents in grades K - 4 through progress reports and report cards. Online grading is available in grades 5 - 8, offering full access to grades on a daily basis. Student performance is also communicated through parent/teacher conferences, and parents receive a copy of standardized test scores. Teachers, parents, and students are encouraged to communicate frequently to ensure that every child is successful.

## **Part VI School Support**

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

St. Pius X takes pride in empowering students with discipline for life by promoting the spiritual, academic and personal growth of every child. The innovative programs and challenging curriculum provide an experience that supports Catholic Christian teachings, instills a love of learning, and offers opportunities to help students develop socially and emotionally.

Teachers and students are engaged and motivated first thing in the morning with video announcements, made possible by a student Technology Team. Students recite prayer and pledge, club representatives make announcements about different activities they are sponsoring, and the principal shares important information. Winning sports teams and students who receive awards are also acknowledged and get their pictures shared throughout the entire school. After announcements are complete, the students participate in daily morning stretches. Students are also invited to participate in the “On the Move” Club where they can make laps around the gym before school. Teachers often offer movement breaks in the classroom and all students enjoy a twenty minute recess break. Today’s Catholic Teacher magazine recognized St. Pius X for their fitness and health initiatives. Students attend mass twice a week, participate in enrichment classes weekly, and have a Buddy Program where younger and older students are paired together. They also participate in a monthly Spirit Wear day for \$1, donating the money to different charities, as well as an annual Penny War and Catholic Relief Services Rice Bowl program.

The Responsive Classroom and Developmental Designs approach makes each classroom a welcome environment where every person is valued. Morning Meetings help the students know what to expect during the school day and provide for an opportunity to build positive peer and teacher relationships, and common language is used throughout the school. The school theme this year is “We are many parts, we are all one body.” It promotes a sense of community and WE culture, working in collaboration with one another so that every member feels like a necessary part of the school.

Teachers feel valued and supported by students, parents, and administration. Professional Development is encouraged, and funds are available to attend programs. Teachers are given “start up” money from the Parent Teacher Guild and classroom materials are provided. They are provided time during the school day to attend grade level and vertical team meetings. Teachers also celebrate monthly birthday breakfasts with administration, weekly teacher spotlights and a Teacher Appreciation Week sponsored by the Parent Teacher Guild.

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

Communication is a key strategy in working with families. Parents are encouraged to communicate with the teachers and administration via e-mail and meetings, if needed. The school communicates with parents via a weekly e-newsletter that includes information on current and upcoming events, classroom websites that inform parents of the exciting things happening at a particular grade level, and the school app where parents can stay apprised of any developments during the school day. Push notifications sent through the app also provide reminders of upcoming meetings or special events at the school, and the app also allows parents to access school information including the website, on-line grades, lunch menu and calendar. Parent surveys are also used throughout the year and are valuable for self-reflection of the school.

The Parent Teacher Guild (PTG) and Board of Total Catholic Education are two groups that directly impact the school. The PTG meets monthly to offer topical programs to the parents and plan fundraising events to supplement the school’s budget. The Board has committees that encompass religious education, technology, public relations, safety, and strategic planning that help the school develop short and long term goals to ensure continual growth. Both groups work closely with administration to make improvements for the school.

The City of Edgewood is also actively involved at St. Pius X. The police department supplies the school

with a School Resource Officer who is present daily and conducts the DARE program with the fifth and seventh graders. Occasionally the police department serves lunch and visits with our students, especially during Red Ribbon Week and Catholic Schools Week. The Police Chief recently gave a faculty presentation on School Safety, and he and the School Resource Officer work with administration to be proactive in keeping the school safe. The Edgewood Fire Department gets involved by visiting grades K - 4 each year during Fire Prevention month, and by overseeing fire drills.

Finally, Student Council organizes annual projects to offer community outreach. They have helped raise over \$4500 through activities like the Penny War, Valentine's Candy Grams, and Lenten Rice Bowl Collection. The students also experience hands on activities such as writing letters to parish shut ins, making scarves for the Scarf It Up Program, and shopping for and delivering items to local charitable organizations. Through this outreach, students are taught to help those less fortunate and learn to stay connected to the community around them.

### **3. Professional Development**

The goals of professional development at St. Pius X are to provide teachers with the support they need to keep up with best practices in education and to develop individual areas of growth. A total of thirty-six hours of professional development is required annually for each teacher. School and district leadership usually provide twenty-four of these hours, leaving the remaining twelve hours for teachers to choose topics in areas specific to their own individualized professional growth.

The professional development provided is based on the overall philosophy of the school and/or district. Speakers are brought in so that teachers can learn about anti-bullying, school safety, best practices and other topics that can be applied by all teachers at their particular grade level. For example, this year St. Pius X is focusing on the Responsive Classroom and Developmental Designs approaches, so speakers from these organizations were contracted by the school to conduct workshops with the teachers. This particular in-service benefited the students and St. Pius X as a whole.

Individualized professional development can take the form of a workshop, webinar, seminar, or professional guided reading with accountability and discussion. This year the school also implemented the opportunity to blog in the areas of Professional Learning Communities, Responsive Classroom and "The Master Teacher" program. Teachers with specific areas of expertise also offer professional development that may include new technologies, strategies learned from their own growth, and applications from the Google for Education platform that the school has adopted. All activities must be approved by administration in advance of attendance.

Professional development activities are aligned with academic standards and support student achievement and school improvement. Administration encourages professional development that helps teachers to engage all learners, as well as to learn strategies to give the students the tools they need to achieve success. Teachers share what they have learned in their grade level or vertical Professional Learning Communities, and sometimes at Faculty Meetings, so that others can benefit from the knowledge that they have gained.

The administration believes that continued education is necessary for teacher effectiveness. Funds are provided for professional development and teachers are encouraged to research possible opportunities for individual growth. Through continued education and the exchange of information, teachers are able to offer every student what he or she needs to learn. The required hours are often surpassed, and that love of learning can be instilled in the students.

### **4. School Leadership**

The philosophy of school leadership at St. Pius X is to create a collaborative culture and to maximize resources so that every student can grow academically, spiritually and socially. Every teacher is empowered to be a leader in his or her classroom and at his or her particular grade level. Teachers are encouraged to build relationships with their students and the parents through grade level websites, e-mail and on-line grading, and administration encourages dialogue with all of its constituents.

There is a Student Services Team made up of the principal, assistant principal, resource teacher, and counselor. This team meets weekly to discuss school issues, as well as students who are struggling either academically or socially. Action items are assigned to the various members so that the issues can be resolved, and the students can be helped. These items often include meeting with teachers, talking to parents, and providing extra support for the child. The Student Services Team also creates Alternative Learning Plans for students with diagnosed learning disabilities and helps implement them by offering organization strategies, reducing anxiety, providing oral testing, and supporting the classroom teacher.

The principal and assistant principal can often be found in the classrooms leading by example. They interact with students and coach teachers, fill in when necessary, and share their love of learning. The principal teaches a Standardized Test Prep class to the eighth graders and the assistant principal helps with the Chromebooks, the school's one-to-one computer initiative. The pastor also plays a vital role in the leadership of the school and is part of the decisions that are made, ensuring they are supported by the overall parish community. He is visible to the students, faculty and staff on a daily basis and checks in with administration frequently.

This year a Faculty Advisory Board, four elected faculty members who meet monthly with administration, was created to discuss teacher concerns and suggestions. There is a form available to the teachers that they can complete by name or anonymously, and each concern is addressed. A member of the board reports the results of the discussion at a subsequent faculty meeting. Finally, St. Pius X School has a Board of Total Catholic Education that advises the administration and sets policy as needed. They have created committees that include Public Relations, Strategic Planning, Religious Education, Safety, and Technology to help the school be the best it can be.

\*\*\*Please note in the tuition section below that we have tiered tuition. Tuition for two children is \$6919, three children is \$8383, and four or more children is \$9444. The parish contributes thirty cents on the dollar to support the school budget.\*\*\*

## 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	\$4545
1	\$4545
2	\$4545
3	\$4545
4	\$4545
5	\$4545
6	\$4545
7	\$4545
8	\$4545
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?  
(School budget divided by enrollment)      \$5103
5. What is the average financial aid per student?      \$1600
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      7%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      100%

## PART VIII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Riverside Publishing</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	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	78	75	76	79	76
Number of students tested	62	60	66	63	61
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>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Riverside Publishing</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	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	77	82	86	83	
Number of students tested	63	65	66	63	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed	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:** The Diocese of Covington does not require testing for 4th grade and we did not test them in 2010.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Riverside Publishing</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	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	80	81	78	69	69
Number of students tested	66	67	65	59	59
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>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Riverside Publishing</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	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	77	70	73	70	67
Number of students tested	72	67	61	56	56
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>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>Riverside Publishing</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	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	76	75	65	68	61
Number of students tested	66	59	52	56	52
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>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Riverside Publishing</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	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	75	70	71	76	73
Number of students tested	62	60	66	63	61
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>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Riverside Publishing</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	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	74	74	81	73	
Number of students tested	63	65	66	63	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed	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:** The Diocese of Covington does not require testing for 4th grade and we did not test them in 2010.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Riverside Publishing</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	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	77	75	75	70	72
Number of students tested	66	67	65	59	59
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>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Riverside Publishing</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	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	72	73	75	74	78
Number of students tested	72	67	61	56	56
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>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Average Score	73	75	71	78	70
Number of students tested	66	59	52	56	52
Percent of total students tested	100	100	100	100	1
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:**