

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mr. Robert Rowe

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

Official School Name Covington Catholic High School

(As it should appear in the official records)

School Mailing Address 1600 Dixie Highway

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

City Park Hills State KY Zip Code+4 (9 digits total) 41011-2797

County Kenton

Telephone (859) 491-2247 Fax (859) 448-2242

Web site/URL http://www.covcath.org/ E-mail browe@covcath.org

Twitter Handle Facebook Page
https://twitter.com/covcathcolonels http://www.facebook.com/covcath/ 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, to the best of my knowledge, 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 Diocese of Covington Tel. (859) 392-1500

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. John Hodge

(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, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

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 and National Blue Ribbon Schools requirements, are 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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

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. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	173	0	173
10	147	0	147
11	145	0	145
12 or higher	138	0	138
Total Students	603	0	603

4. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 1 % Asian
 0 % Black or African American
 1 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 96 % White
 2 % Two or more races
 100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2014	571
(5) Total transferred students in row (3) divided by total students in row (4)	0.014
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 0 %
 0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 20

8. Students receiving special education services: 1 %
9 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</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 |

9. Number of years the principal has been in her/his position at this school: 8
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers	35
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 19:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	99%	98%	98%	98%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	122
Enrolled in a 4-year college or university	97%
Enrolled in a community college	2%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	1%
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. 2007

15. In a couple of sentences, provide the school's mission or vision statement.

Covington Catholic High School embraces the gospel message of Jesus Christ in order to educate young men spiritually, academically, physically, and socially.

PART III – SUMMARY

Covington Catholic High School is the only all-male high school in Northern Kentucky and one of four in the state of Kentucky. Founded in 1925, it is located in Park Hills, Kentucky. Covington Catholic High School is one of nine high schools in the Diocese of Covington. It is a district high school, consisting of eight parishes and five elementary schools. In its 91st year, Covington Catholic maintains its mission of educating young men spiritually, academically, physically, and socially. Its five core beliefs include--cultivation of respect for self and others based upon a Catholic faith that recognizes every individual is of supreme value; creation of a curriculum that offers meaningful experiences for students of all academic abilities; enrichment of the human spirit through cultural exposure, through community service, and through a school-wide religious atmosphere; development of awareness in students to not discriminate and to make moral judgments in an often non-Christian world; and an understanding that today's youth must be educated to resist the destructive nature of alcohol and drug abuse. All students are challenged and supported by a comprehensive curriculum, a culture that encourages community service and healthy lifestyle choices, a competitive athletic program, and dedicated faculty and administration.

The school's comprehensive curriculum offers two differentiated tracks to meet the needs of its students. Advanced Placement and Honors courses are offered in English, fine arts, foreign languages, mathematics, science, social studies and in elective courses per student interest. The college preparation program, divided into college preparatory courses designated levels I, II and III, offers a variety of classes to meet the needs of college-bound students. It is driven by the pre-college curriculum utilized by most colleges and universities. The Academic Support Program exists for students in all grade levels with documented learning disabilities and difficulties.

Covington Catholic's culture supports and encourages healthy lifestyle choices and a commitment to the community. A full-time personal counselor works with students, parents and faculty members who encounter personal issues. This counselor also oversees the school's local chapter of The Drug Free Clubs of America, with a current enrollment of over 340 students and coordinates school-wide programs on drug and alcohol prevention and safe environment practices. A grief support group meets on a monthly basis for students who have experienced loss. This is overseen by the Religion Department, headed by the campus minister. The Religion Department also holds retreats for each grade level, culminating in a three-day, offsite retreat for members of the senior class. Community service plays an integral role in the educational experience at Covington Catholic. Students are required to earn a minimum of 15 hours of service a year and can earn a varsity letter in community service.

Covington Catholic High School competes inter scholastically in 12 sports. The sports teams have amassed 60 team and individual state championships as well as multiple district and region awards. Covington Catholic also takes pride in operating a vastly successful intramural program in multiple sports. In conjunction with the student-athletes on the field and court, the students in the stands consistently support the athletic teams. The student fans are recognized throughout the state of Kentucky and have received a sportsmanship award at the state basketball finals on multiple occasions.

The learning community's faculty and administration work in concert to facilitate student success. As members of twelve academic departments, the faculty averages over 16 years of teaching experience with 78% of the faculty serving as coaches and/or moderators of Covington Catholic's teams and organizations. The school's leadership team--consisting of a pastoral administrator, principal, separate deans of academics, students, discipline, a campus minister and an athletic director--supports the learning community's needs and strives for the fulfillment of each member's potential spiritually, academically, physically and socially.

Since receiving the National Blue Ribbon School award in 2007, Covington Catholic has utilized this honor in a variety of ways. The prestigious accolade served as confirmation of the school's academic standing within the community as well as a springboard for current and future academic enhancements. Since 2007, the school has experienced an increase in enrollment from 516 to 603 students and an increase in standardized test scores from 24.66/25.00 submitted in 2007 to 26.00/26.55 in 2015 on the ACT math and reading sub-scores. The increase in student population and continued academic improvement have allowed

for the addition and re-evaluation of over 35 academic courses, the inclusion of new departments, and an increase in faculty population. A full technology curriculum has been added since 2007 and a science, technology, engineering and math (STEM) curriculum is in the first year of a three-year full curriculum integration. The Blue Ribbon award has also served as an integral piece in the school's current capital campaign, the main component of which is a STEM-oriented academic wing.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Covington Catholic High School offers every student a college preparatory curriculum. This curriculum includes four-year programs in English, science, and social studies, and a five-year sequence in mathematics. Students are required to earn 26 credits in order to graduate including four credits in English; four credits in mathematics; three credits in science; and three credits in social studies.

In order to provide appropriate and targeted instruction within the core curriculum, Covington Catholic High School offers two levels of instruction: academic college preparatory (CP) and Honors/AP (H/AP). The college preparatory sequence is further separated into three categories: CPI, CPII and CPIII. College preparatory courses are offered in each core discipline with CPI courses accounting for the majority of courses and highest student enrollment. CPI courses offer an in-depth exploration of the curriculum through multiple teaching approaches with a focus on creating a foundation for post-secondary academic expectations. CPII and CPIII courses offer more explicit and differentiated instruction and a curriculum that moves at a slower pace than CPI courses. Students enrolled in CPII and CPIII courses may also be enrolled in the school's Academic Support Program, a program for students with documented learning disabilities and difficulties. Covington Catholic offers 18 Honors and 12 AP courses in all grade levels in business, English, fine arts, foreign languages, mathematics, science, and technology. In 2015, 89% of AP students earned at least one passing score of three or higher on their AP exams per the College Board five-year school score summary.

The English curriculum all four years includes a study of grammar and writing, as well as the reading of novels and other genres in the categories of World Literature, American Literature and British Literature. Creative Writing, Journalism I and II and Speech serve as electives. The math curriculum requires that students earn credit in Algebra I, Algebra II, and Geometry. In addition, a fourth or fifth mathematics credit is required with Algebra III, Pre-Calculus CPI or II, or AP Calculus as options. Probability and Statistics and Math Modeling are also elective options. The Honors course sequence includes an 8th grade Algebra I Honors class for in-district elementary students that qualify for enrollment. The science curriculum requires students to take Biology and Chemistry and offers Earth and Space Science, Physics, AP Physics, AP Biology, Biology II, AP Chemistry and Anatomy and Physiology during the junior and senior years. A majority of students take four years of science. The social studies curriculum includes World Geography, World Civilizations or AP World History and U.S. History or AP U.S. History as requirements. AP European History, American Politics and Government, Current Issues, Economics, Psychology, AP Psychology and Sociology are offered to fulfill the additional credit requirement in social studies.

The core curriculum provides students a comprehensive scope and sequence of study that prepares students for post-secondary academic rigor. It adheres to state and diocesan learning standards and graduation requirements as well as AdvancED accreditation standards. Initial placement is determined using the High School Placement Test, consultation with grade school representatives, and grade school records. After 9th grade, placement is determined utilizing student grades, teacher recommendations, standardized test scores and individual student and parent conferences with the guidance counselors and the administration. The learning community continuously evaluates the progress of students enrolled in each level of the core curriculum in order to improve the skill level of students of all abilities. All teachers are encouraged to participate in workshops, seminars, or other professional development opportunities that target both accelerated learners as well as those that need additional assistance. Administrators and department chairs regularly observe classes and meet with teachers to evaluate the current and the future academic goals as related to curriculum. Teachers offer extra assistance outside of class hours, and peer tutoring is staffed by members of the National Honor Society and National English Honor Society. In addition to the Academic Support Program, eligible students possess student accommodation plans that outline educational supports and interventions. Each course has semester and end of year course exams. The results of these assessments are reviewed and analyzed by the departments and the administration to confirm curriculum alignment and evaluate student comprehension. Covington Catholic utilizes a learning management system as well as an online grade book for up-to-date course expectations and grade analysis. Communication is encouraged

between students, teachers, and parents, and this is facilitated by the administration and guidance counselors.

As a college preparatory institution, the focus of the curriculum is on college and career readiness. Both curriculum tracks provide a rigorous in-depth curriculum across all content areas, specifically in English and mathematics. The curriculum provides opportunities for students to enhance core academic skills, critical thinking skills, employability skills, and technical job-specific skills. The curriculum supports career readiness by encouraging students to explore the relationship between personal qualities, educational skills and training, and the world of work. Students at all grade levels are provided with opportunities to conduct career exploration and learn about the skills, education and training required for career fields.

2. Other Curriculum Areas:

In addition to the core curriculum, Covington Catholic offers courses in eight other areas to the general student population: business, fine arts, foreign languages, religion, STEM, technology, vocational school, and general electives. These additional course offerings include a combination of required classes and electives that encourage acquisition of essential skills and knowledge. Elective course decisions are driven by student interest, teacher knowledge and academic trends. Since 2007, over twenty elective courses and two departments have been added to the curriculum.

Each student is required to earn at least one credit in visual/and or performing arts. Options include a five course sequence of Art, four years of Band, Select and Chamber Choirs, Drama I and II, Music Appreciation and Art of the Film. The art sequence includes two years of Honors courses and Specialized Art, which focuses on sculpture and independent projects. Advanced art students showcase work throughout the region and are successful in university fine arts programs. Students in the choirs perform in local events, have won many contests and awards, and have produced five commercial albums within the last eight years. Physical Education/Health is a full-year course and a freshman requirement. The Health curriculum explores nutrition, drug and alcohol abuse and healthy lifestyle choices. The Physical Education curriculum includes traditional sports and also incorporates Pilates and other lifelong exercise options. Religion is required all four years and includes an introduction to scripture, church history and social justice. Students also participate in days of reflection and a three-day senior retreat. As part of a pre-college curriculum, students must earn two foreign language credits in French, German, Latin, or Spanish and are encouraged to earn three or four credits. Honors level instruction is offered for third and fourth year German and Spanish, and distance learning options are available for third and fourth year Latin as well as French I-IV.

Technology is an academic department in addition to being embedded throughout the curriculum in each discipline. All freshmen must take Technology Applications and Communications (TAC) for basic computer skills, responsible user education and presentation skill acquisition. The Technology Department also includes a two-course sequence in both Computer Aided Design (CAD) and Web Graphics, a three-course offering of Graphic Design, introductory courses in computer science and computer programming and AP Computer Science. Technology courses emphasize collaboration, skill development and career-oriented applications. Students in Graphic Design and CAD have had their designs chosen and featured in commercial products, including Topps, Inc. and are used for marketing materials.

Covington Catholic's STEM Department, in its first year of existence, utilizes technology and focuses on project development. The STEM Department follows the Project Lead the Way (PLTW) curriculum and currently offers two courses: Introduction to Engineering Design and Principles of Engineering. The current enrollment of 166 students, representing over 25% of the school's population, includes students from all grade levels. Within two years, the school will have a full, four-year course sequence in STEM that will include a capstone project as well as a new STEM academic wing.

Students and faculty in both the Technology and the STEM Departments use tools that keep them at the forefront of digital education. Dedicated labs, a three-dimensional printer, Wacom tablets, and advanced software are among the equipment utilized in the departments. The school also uses SMART boards and laptop/iPad carts. A Microsoft Surface tablet is issued to each teacher. Students use their own smartphones and tablets for educational purposes in the classroom. A plan to implement a school-wide one-to-one

program is currently being developed.

Elective opportunities are also offered in business, vocational school and general electives. Business courses are offered to all students and include Accounting, Career Exploration, Economics, AP Economics and Personal Finance. The business courses are project-based, with opportunities to gain career skills, make presentations, and collaborate with peers. Economics students create, market and sell a product, practice mock interviews with local business people, and participate in stock market competitions. For vocational options, Covington Catholic partners with two local public schools to offer courses such as Auto Technology, HVAC/R and Welding during the 11th and 12th grades. General electives include an Introduction to Philosophy course.

The administration constantly evaluates course offerings to recognize changing skills, instructional standards, and student interests. Every year, new courses are added. Recent additions of AP Psychology, Principles of Engineering and Drama II are emblematic of the school's goal of providing electives that encompass the needs of each student.

3. Instructional Methods and Interventions:

In conjunction with the rigorous curriculum, teachers use a variety of instructional methods to meet the learning needs of every student. Students are provided with direct instruction in the content, which can be reinforced and enriched through group collaboration, extension activities, and independent practice. Students work in homogeneous and heterogeneous groups to interact with the material or task at hand. Student-led collaboration allows the classroom to be student-centered and drives the learning experience. The teacher is able to observe students' work and interaction with the material, making intentional instructional changes as needed.

Socratic seminars are also employed in coursework, particularly AP and Honors courses, allowing students to take ownership of the material. This inquiry-based instructional method provides students the opportunity for accountable talk, a safe environment for exploring material and taking risks with thoughts, ideas, and questions related to the content. Students are also given opportunities to showcase leadership, speech, and analytical skills. Students learn to hone listening skills, what it means to work cooperatively with others, and how to support ideas thoroughly and succinctly.

Differentiated instruction is provided to all students in coursework. This is evident in the intentional placement of students in the appropriate level CP course. Students who are gifted and talented in a specific subject area are provided the opportunity for enhancement, acceleration, independent study, and cluster grouping with similar ability-level peers. Students who may struggle in a specific academic area are provided opportunities for remediation, enrichment activities, and appropriate pacing through cluster grouping in the appropriate CP level course. The Academic Support Program collaborates with the content teacher to provide reinforcement of skills and re-teaching for students who may need additional support.

Covington Catholic High School also offers distance learning for eligible students who want to take on the challenge of additional coursework not offered through the traditional curriculum. Students can enroll in an approved virtual learning program, taught by a certified, highly qualified instructor in that specific subject. All courses and student work are closely monitored by the administration and guidance counselors.

All courses use technology to enhance the curriculum for student engagement and student outcome goals. Students use CANVAS, the online learning management system, for completing supplemental activities, collaborative learning through group chats, virtual experiential components and assessments. Technology is also incorporated into the curriculum by providing students lab time for research, writing, and creating artifacts for class assignments.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Covington Catholic High School uses standardized tests and school assessments to analyze and improve student performance. The High School Placement Test (HSPT), the PSAT, and the ACT are the primary standardized tests utilized by the school. Cumulative semester and end-of-year assessments are also required for each course.

All incoming freshmen take the HSPT during the 8th grade year. The school administration and guidance counselors meet with grade school representatives to analyze the results of their specific students. The test results facilitate the placement of each freshman in core classes and help to identify at-risk students for enrollment in the Academic Support Program. The HSPT results, including an explanation of the scores and course placement, are shared with students and parents at an informational meeting.

The PSAT is administered to all juniors and interested sophomores. Only juniors' scores are used to identify eligibility for the National Merit and Kentucky Governor Scholars Programs. The scores of the test are shared with students and parents in group counseling sessions, parent meetings, and individual conferences.

All juniors take the ACT in the spring. Prior to this test, juniors take practice ACT tests in the fall and the spring as part of a partnership with TorchPrep, a test prep organization. The practice test results are used to analyze student performance and curriculum effectiveness. Following the fall test, the results are shared with students and parents in two separate meetings. Department and faculty meetings are also dedicated to examining results and identifying strengths and areas of improvement. The spring practice test results are also analyzed by the faculty. Finally, the actual test results, those from the most recent graduating class, and three-year and five-year ACT trends are discussed during professional development the following school year. These scores are used to enhance the curriculum, embed ACT specific strands in course objectives and balance ACT preparation with other curriculum goals. Over the course of the last 10 years, Covington Catholic has experienced a steady increase in ACT composite and sub scores. The school's ACT reported composite score for the graduating class in 2005 was a 22.7 and 25.1 in 2015 with corresponding higher sub-scores.

The school also uses semester and year-end cumulative assessments or AP exams for all courses. These assessments are aligned with each course's curriculum objectives. Assessments are reviewed by the departments and with the administration. Midterm and final exams account for 10% of the semester average. These scores are posted separately and published on report cards and the school information system.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Covington Catholic High School is the only all-male high school in Northern Kentucky. In this environment, a close brotherhood develops between students and a special, lifelong relationship is shared between alumni and current students. Each stakeholder enthusiastically supports the mission to develop the whole student and a blend of spiritual growth, academics, and athletics engages students of varying personal interests and abilities.

The spiritual development of each student is an extraordinary feature of the school. A summer sophomore retreat in Wyoming, annual mission trips to Nicaragua, class retreats and communal prayer services help shape the spiritual life of each student. These elements are combined with a community service program that encourages students to sacrifice their time and talents for the greater good of their communities.

Covington Catholic strives to prepare each student for post-secondary education. Excellence in academics is evidenced by exceptional graduation rates, high ACT and AP scores, and participation in the Governor's Scholars Programs. The Academic Support Program (ASP) offers assistance to students in need and provides for the acquisition of tools necessary for college and career opportunities. Three academic counselors and one personal counselor are instrumental in providing services to the student body.

Physically, the school offers students opportunities in 12 KHSAA sanctioned sports, five club sports, and five intramural teams. Through these channels, students learn the value of discipline, competition, sportsmanship, and fellowship.

The faculty is comprised of well-educated, experienced, and highly dedicated teachers, counselors, and administrators. Over three-fourths of the faculty moderate at least one extra-curricular program. Yearly surveys commissioned by the Diocese and completed by teachers and school board members indicate that faculty morale is high and teachers feel supported by the administration. Furthermore, faculty turnover is low and many teachers make Covington Catholic a lifelong career choice. Parents and students agree that teachers care about the students, treat them with respect, and dedicate extra time to student success. Additionally, they understand that teachers set high achievement standards and expectations for all students.

Covington Catholic is proud of the many ways the administration and faculty work to create an environment that allows students to grow in their faith and embrace personal and academic excellence. The school cultivates self-confidence and integrity and energizes students to meet the demands of higher education and life's challenges. Mutual respect between all stakeholders provides students with opportunities for personal growth, high academic performance, and physical and social maturity.

2. Engaging Families and Community:

Covington Catholic's administration works diligently to maintain close relationships with its stakeholders. The school board, an advisory board, meets bimonthly to address community concerns and create and implement school policies. School board members include alumni, past/former parents, and community leaders who represent the parishes the school serves. Stakeholders communicate with the school board and school personnel via email, telephone, CANVAS (learning management system) and by appointment.

The annual Parent Breakfast and the New to the Blue program are designed to welcome and orient new families. Parental involvement in the school is encouraged. An active Parents Club and Boosters Organization support athletics, extracurricular activities, and school events. Parents are invited to participate in many school functions including liturgies and cultural and social events. This strong parental involvement enhances each student's learning experience.

The website, CANVAS, Blue Notes (weekly online newsletter), and weekly messages from counselors are

some of the many avenues of communication between the parents, students, and school personnel. A quarterly journal reaches nearly 9,000 alumni, current, and prospective families. This communication keeps the community connected to current school news. Alumni and local business leaders visit classrooms to mentor students and speak about careers and life choices.

Students are actively involved. The student senate meets weekly to plan upcoming activities. Their leadership sets the tone for the educational culture that has been established by the administration. The administration directs more than 100 student ambassadors in guiding prospective students. Through press releases and promotional materials, the Marketing Committee has been very influential in the 25% growth in enrollment since 2011.

Outside resources have contributed to the school's academic success. Covington Catholic has united with Thomas More College in dual credit courses. A partnership with Project Lead the Way and assistance provided by Northern Kentucky University's Dean of Informatics has been beneficial in the implementation of the STEM program.

Covington Catholic's strong service program demonstrates the school's close partnership with the community. Collectively, the student body logs approximately 16,000 service hours annually. Tutoring local elementary students, collecting/delivering food to neighborhood shelters, and volunteering at numerous Special Olympic events are some of the many deeds that help to develop well-rounded, caring young men.

Covington Catholic High School has worked hard to maintain strong relationships with its stakeholders and the community it serves. Engaging alumni and stakeholders in the school's mission has proven to be integral to the school's success.

3. Professional Development:

Keeping in mind the school's mission, the administration provides opportunities to advance teacher education and to create a positive learning environment. Professional development is encouraged within departments, through on-site offerings and by teacher preference. In each case, pertinent topics such as student safety, academic enhancement, and technology are explored.

Teacher collaboration is a key component of professional development at Covington Catholic. Classrooms and laboratories are clustered by departments. Daily schedules provide time in the school day for staff collaboration and planning. Weekly special schedules allow for the occurrence of department and faculty meetings and the cultivation of professional learning communities (PLCs) within and across departments. During meetings and within PLCs, teachers commit to continuous improvement, collective responsibility and curriculum goal alignment. Individual problems are identified, innovative lessons shared and strategies implemented to assist in professional growth. Collaboration also provides new teachers opportunities for assistance and mentoring from other department members. Additionally, new teachers are supported through KTIP training and meetings with the administration and department chairs.

It is a top priority to provide a safe and healthy environment for all students. The administration assesses the needs of the student population to drive professional development in this area. The dissemination of information on severe allergic reactions, chronic illnesses including diabetes, life-threatening diseases such as cancer, critical health treatments including bone marrow transplants and CPR are among topics recently addressed. Other programs have centered on social issues and good decision-making. Recent presentations have included ALICE training, heroin addiction, bullying, and internet safety. The school works cooperatively with local agencies and hospitals to obtain the most accurate information for these presentations.

Covington Catholic is also committed to providing the most up-to-date technology education. In addition to diocesan in-services, the school's Technology Department offers on-site training and online videos to facilitate effective professional training. Monthly digital dining classes have also become a well-attended staple of the learning community, allowing teachers to share emerging ideas, gain exposure to the newest

digital resources, and network with other educators.

The administration supports and encourages professional learning outside of the school as well. All AP teachers routinely attend summer workshops. Last summer, every STEM teacher attended extensive, multi-week professional development courses to prepare for the new program. Funds are available to cover the costs of any professional development requested by any staff member. Teachers are provided a substitute and compensated for mileage and other expenses. The end result is expanded knowledge and skills, a deeper understanding of new instructional strategies, and more effective classroom learning.

4. School Leadership:

The overall vision of the school adheres to the spiritual, academic, athletic, and social goals of Covington Catholic and is aligned with standards set forth by the Kentucky Department of Education and the Diocese of Covington. Through the use of clear and open lines of communication with all stakeholders, focus on these goals ensures that student achievement remains the learning community's top priority.

The principal is responsible for implementing the Catholic philosophy/identity of the school and fostering the spiritual and intellectual growth of all stakeholders. With the support of the pastoral administrator and superintendent, the principal maintains documentation for state and diocesan requirements, prepares the budget and maintains fiscal responsibility, oversees operations, building and grounds, directs public relations, and supervises and safeguards the activities of the students and staff. The principal delegates responsibilities to the administrative team--the dean of academics, dean of students, and dean of discipline--as well as academic and personal counselors, department chairs, the campus minister, chaplain, and the faculty and staff at large. As such, each educator serves as a school leader in these positions, in the classroom and in the learning community.

The school board of education is consultative to the principal and pastoral administrator. The board assists in the planning, operation, and maintenance of the school. The school board consists of various committees: advancement; building and grounds; boosters; finance; marketing; parents; planning; policy; and substance abuse prevention. These advisory committees collaborate with the administration to create a learning environment that fosters the development of each young man in all facets of the school mission. Covington Catholic greatly benefits from the involvement of former and current parents and alumni who willingly serve on these committees.

Students also play an important part in the school's leadership. The student senate is composed of class representatives chosen by their peers. These students initiate the planning and execution of many student activities. Elected officers create the agenda and run the meetings with a moderator present. Throughout the school year, the executive members of the student senate meet with the school administration to propose school and community projects and activities, discuss issues in the learning community, and offer student-centered suggestions for school improvement.

The administration, faculty, school board, and students--all stakeholders--commit to creating a positive and productive atmosphere and providing direction that aligns with the mission of the school. Each group's contributions help to nurture and sustain an excellent learning environment.

PART VI * INDICATORS OF ACADEMIC SUCCESS

Adherence to the mission statement is the one practice that makes the school so successful. Every decision focuses on educating each young man spiritually, academically, physically, and socially. This commitment to the mission by every stakeholder ensures a belief in educating the whole individual--the spirit, mind, and body--of each of the 603 young men in the learning community.

Each young man is educated spiritually. With four required credits in religion, yearly retreats, mission trips, and frequent prayer opportunities, students experience personal growth while exploring and strengthening their faith. The extensive community service program allows for students to better understand others and realize the power of the individual to change lives. The 16,000 hours of yearly accumulated service include serving as pallbearers for the homeless, inner city tutoring, and assisting at Special Olympic events.

Each young man is educated academically. Through differentiated levels of core classes and extensive, student-driven electives, individualized academic plans target college and career readiness. Students of all academic levels are offered a challenging, yet personalized education. High graduation rates, standardized scores consistently above the national and state averages, and alumni success confirm the curriculum's effectiveness. The current senior class includes seven National Merit semifinalists, two National Merit commended students and eleven Governor's Scholars.

Each young man is educated physically. Students compete in 12 state-sanctioned sports, and multiple club and intramural options. The school's success is evident in the 60 state championships and numerous awards the players have amassed. The support of the student fans, affectionately known as the Colonel Crazies, is as impressive and publicly recognized. The Crazies behave compassionately, like honoring a young girl with cancer, and entertain all spectators with their creative cheers and antics. Together, the athletes and Crazies exhibit the positive power of athletics and the true meaning of good sportsmanship.

Each young man is educated socially. Over 40 clubs provide many opportunities for social growth. The creation of clubs is driven by the interests of the students and are added accordingly. The administrative team works closely with the leadership of Notre Dame Academy, an all-female high school in the area, to provide additional social interaction. A combined band, drama presentations, dances, and special assemblies are a few of these opportunities.

The mission statement guides the school's progress. It is read at the beginning of each day and guides policies, clarifies expectations, and focuses on the future direction of the school. Adherence to the mission unites the stakeholders in a common effort to challenge and change. It is because all of the stakeholders acknowledge the value in living the mission that Covington Catholic High School is so successful.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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 is the educational cost per student? \$8155
(School budget divided by enrollment)

4. What is the average financial aid per student? \$4433

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 18%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>ACT</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Jun
SCHOOL SCORES	
Average Score	26
Number of students tested	122
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: ACT scores from multiple testing dates.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>ACT</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Jun
SCHOOL SCORES	
Average Score	26.55
Number of students tested	122
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: ACT scores from multiple testing dates.