

U.S. Department of Education
2019 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 Ms. Deborah A. Flamm

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

Official School Name Saint Thomas School

(As it should appear in the official records)

School Mailing Address 428 South Fort Thomas Avenue

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

Fort Thomas KY 41075-2295
City State Zip Code+4 (9 digits total)

County Campbell

Telephone (859) 572-4641

Fax (859) 572-4644

Web site/URL http://www.sttschool.org

E-mail dflam@sttschool.org

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 School District 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. Chris Holtz
(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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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 (2018-2019) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 0 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
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	11	19
K	11	9	20
1	10	10	20
2	13	10	23
3	12	12	24
4	8	10	18
5	7	5	12
6	10	11	21
7	9	11	20
8	8	9	17
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	96	98	194

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % 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.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 1%

If the mobility rate is above 15%, please explain.

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, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2017	175
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 8 %
 Total number students who qualify: 15

8. Students receiving special education services: 3 %
6 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>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>3</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> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

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	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school 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 15:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

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 2018.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2006

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

We partner with family and community living Jesus' message by educating students using Christian values, superior academics, and loving discipline in a Catholic Community.

PART III – SUMMARY

In 1903, two sisters of Divine Providence opened the doors of St. Thomas School, in Ft. Thomas, Kentucky, to thirty-eight students in grades one through six. Over the last 100 years, St. Thomas has continued as an academically excellent, values-rich, Catholic school. St. Thomas currently provides Pre-K through eighth grade for 194 children and preschool for 34 three and four year olds. These students come from a wide range of economic backgrounds throughout Northern Kentucky. The school has been fully accredited by the Kentucky Non-Public Schools Commission since 1994. In the 2013-14 school year, St. Thomas received a five year accreditation renewal, and is currently applying for updated accreditation. St. Thomas was also a recipient of the National Blue Ribbon School award in 2006. Each year brings new challenges and achievements in fulfilling the mission: Saint Thomas School partners with the family and community to live the gospel message of Jesus Christ by educating each child using Christian values, superior academics, and loving discipline in a Catholic Community.

St. Thomas students complete their education with a religious focus steeped in tradition and service. Students demonstrate this through activities such as: visiting the Adoration Chapel or the Mary Grotto to say the rosary, performing a reenactment of the Nativity, recognizing Holy Days and the seasons of Advent and Lent, and participating in the annual May Crowning. The students plan and attend weekly Mass, as well as, quarterly reconciliation. St. Thomas is well known for its connections to, and service toward, the community. Students visit our local retirement homes and support local government agencies through food and toy drives at Thanksgiving and Christmas. Classes work with the community to coordinate activities and projects that bring the school children together for educational and rewarding activities.

St. Thomas encourages and challenges students to reach their full potential demonstrated through curriculum, school supports, and parental involvement. St. Thomas educators help guide students to advance on the ladder of learning through our curriculum. Advanced Math programs, such as Geometry and Algebra, are offered in grades six through eight, to address and enhance the abilities of all students. This program allows some students to test out of Algebra I in high school. In grades three through eight, students are exposed to the Science Technology Engineering Math Program (STEM). St. Thomas offers a wide range of extracurricular programs that enhance learning such as, Robotics, academic leagues, chess club, and writing competitions. St. Thomas utilizes funds received from Title I and Title II for response to intervention and professional development. With these funds, St. Thomas is also able to provide a school counselor and literacy coach for students. Additional support for speech and testing services are offered by the public school district. In the fine arts department, all students in kindergarten through eighth grade are offered art, music, physical education, library, and Spanish on a weekly basis. The Physical Education teacher works to instill an understanding of healthy choices, team building, and lifetime fitness. In collaboration with parents, St. Thomas offers an after school fitness program. St. Thomas works with parents on an ongoing basis to ensure that all students excel. If there is concern over a student's academic achievement, emotional well-being, or a behavioral issue, parents are contacted and together a plan is formed to enhance the student's educational experience. Weekly school newsletters to parents include pertinent educational issues, religious and faith-filled traditions to inspire the families, and information regarding school, parish, and community events.

St. Thomas School was granted the National Blue Ribbon award in 2006 and has maintained and continued to strive for academic excellence. St. Thomas has grown exponentially in providing the latest technology advancements, software, professional education, curriculum, and community outreach. St. Thomas continues to restore and enhance its infrastructure to create an environment that is safe and conducive to learning. As a community, St. Thomas is comprised of many generations of families who continue the legacy and traditions of the school. Having received the Blue Ribbon, St. Thomas builds on an already deep sense of school pride. St. Thomas has remained competitive with the local public school which ranks number three in the state. Students, teachers, parents, and the community of St. Thomas School continue to strive to preserve the rich history and tradition while embracing future academic and technological advancements.

1. Core Curriculum:

1a. Reading/English language arts:

St. Thomas School adheres to the Diocesan Curriculum Guidelines, which are aligned with both the National Standards and the Kentucky Department of Education’s Learner Goals and Content Standards. Several of the teachers contributed to the development of these Diocesan wide guidelines. The faculty implements a wide range of methodology and strive to make learning personally relevant to help the students to gain lasting knowledge, and therefore become better citizens.

St. Thomas School believes in developing a solid foundation in phonics on which students can build fluency and comprehension, which leads to a love of reading. In the primary level, much time is spent on introducing letters, their sounds and their coding, with constant repetition to aid retention. While the focus is phonics, the children are also immersed in literature as a whole group, in smaller groups and individually. During the intermediate years, the students are exposed to a wide range of genres. The students become aware of how their reading ability is a tool in every subject by writing reports and doing projects using technology. To encourage the students to read for enjoyment, the intermediate grades use the Accelerated Reader program and have daily reading logs. Junior high students learn how to apply their critical thinking skills through reading in all subject areas. They learn that reading math and science is different than reading for enjoyment. This is a skill they will use all their lives. In addition, students read from a set of novels, all of which follow a different genre or theme. The novels come alive with reflective journal entries and annotations, as well as activities related to the various literary elements. Everyday students are given opportunities to read literary selections of their choice. In addition to classroom reading, there are expectations that students read nightly. This at-home work gets parents involved in the younger grades and works to instill the love of reading in older students.

One of the reading assessment tools used is i-Ready, a web-based reading program, where students take a diagnostic test three times a year, which allows the teachers to see areas of strength and weakness for each student. These assessments are analyzed and areas of weakness are then incorporated into the teachers’ reading lessons. Then, i-Ready provides weekly online lessons to the students based on their reading level to help enhance their skills.

1b. Mathematics:

St. Thomas School has a math program that continues to grow and push the boundaries. With the programs, Everyday Mathematics and Starfall Mathematics, an emphasis is placed on thinking mathematically. The students in grades kindergarten through 5 work with hands-on materials to make math come alive. The spiral curriculum allows a child to succeed when they are developmentally ready for the concept. At the start of grade 6, students are tested, and a variety of indicators are used to place students in math classes that challenge their abilities. Math classes are scheduled concurrently to allow for flexibility between classes to either move students forward or give a chance for remediation. Using this system has increased the percentage of students testing out of Algebra in high school.

1c. Science:

Science for kindergarten through second grade is taught using direct instruction and hands-on activities to engage the students and strengthen the lessons’ content. Basic scientific skills are taught, focusing on developing strong foundational skills which will carry the students through additional, higher-level course studies. Third through eighth grade students learn Science using a more student-centered approach. With the adoption of the STEMscopes program in 2017, students further their scientific knowledge via the 5E+IA Method. Students gain information by completing hands-on inquiry lessons, work to solve real world problems by participating in problem based learning exercises, and increase their understanding of concepts

in constructivist learning practices. Teachers are able to assess students learning through their application and involvement in class activities and assignments. Students learn by doing.

1d. Social studies/history/civic learning and engagement

Social Studies in grades kindergarten through 5 use curricula designed to engage and motivate every student. Students gain critical thinking skills and a global perspective learning about interesting people, exciting places, and fascinating events. A variety of assessment tools are used such as book projects, map skills quizzes, and written assessments. Junior high Social Studies ranges from studying Ancient Civilizations to present day topics. The sixth grade covers Ancient Civilizations with attention to geography, culture, new technologies, and different governments. Seventh grade covers the history of North America up to the Civil War, while the eighth grade covers the Civil War to present day United States. The students also work on various geography skills, comparing various forms of government, current events, economics/stocks, comparing cultures or changes within a culture, and use technology to present lessons and projects.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

St. Thomas Preschool participates in the Kentucky All STARS program, which is the state's expanded 5-star quality rating and improvement system. A 5-star rating was achieved and has been maintained by providing high quality learning environments for three, four, and five year old children. Utilizing the Kentucky Early Childhood Standards, which are aligned with the Kentucky Core Academic Standards for all grades, the content areas are planned to include arts and humanities, early literacy, health education, math, science, social studies, and gross and fine motor skills. The Brigance screening tool and teacher administered assessments are used to help gauge kindergarten readiness.

2. Other Curriculum Areas:

The Fine Arts of Music and Art enrich students in a variety of ways. Research shows a strong correlation between the arts and strong academic scores. Music theory is taught early, and offered one day a week for grades Pre-K through 8. Playing instruments like the recorder, dulcimer, drums, and keyboards reinforce these skills. Students are encouraged to perform in school plays and celebrations, but are also given the chance to join after school groups including Choir and Dulcimer Club. In Art classes, students develop their fine motor skills and accelerate their spatial growth beginning in kindergarten and continuing through eighth grade. By attending art class weekly, students develop the ability to conceptualize and then produce artwork in various media. Using the kiln, students get the chance to work with clay to mold various types of sculpture. St. Thomas has received several art grants to purchase clay, tools, paints, and glazes to enhance art classes. In the 2016-2017 school year, an art club was initiated and meets once a week after school to engage in a variety of art media and techniques.

Cooperative learning, sportsmanship, and team building are concepts that are emphasized in the Physical Education program. All students Pre-K through eighth grade participate in the Physical Education program one day a week. In the primary grades, an emphasis is put on the basics of space awareness, relationship with objects and/or people, and effort. This includes locomotor skills, manipulative skills, and non-manipulative skills. The intermediate classes focus on combining and refining these skills in game situations. The junior high classes focus on more specific skills required for games and dances. Lifetime fitness concepts and skill related activities are stressed throughout the Physical Education program.

St. Thomas is in compliance with the Blue Ribbon Schools Program's foreign language requirements. Students in preschool through fifth grade attend Spanish one time per week while grades sixth through eighth attend Spanish two times per week. The focus of Spanish is on vocabulary which builds into sentences and paragraphs. By combining technology with Spanish, the students have participated in

activities such as creating menus for Spanish restaurants and designing floor plans for a house and school. This allows them to use their vocabulary in a real world setting. At the end of each school year, Spanish class celebrates Cinco de Mayo by performing Hispanic songs and dances, creating Hispanic artwork, and preparing Hispanic cuisine to share. St. Thomas also participated in Global Education by hosting students from Ecuador in 2015 and from Mexico in the spring of 2017. The exchange students engaged with students, faculty, parents, and the community of St. Thomas to learn about the school and culture.

In the area of technology, St. Thomas prides themselves on being current with technological advances. All homeroom classes have CleverTouch interactive boards which allow for engaging lessons and student interaction. St. Thomas offers a wide variety of technological devices such as Chromebooks, iPads, and computers. These devices are used to enhance daily curriculum as well as for remediation through the use of i-Ready. Students are taught keyboarding, computer skills, and presentation formats, which prepare them for junior high and high school. Students in junior high use Chromebooks and Google Apps which allow for collaboration with their teachers and other students. St. Thomas communicates to staff, students, and parents through an online portal. A school website is kept current and provides pertinent information for parents and the community.

In Library, the librarian communicates with the professional staff to determine what books, journals, and other materials are needed to support the curriculum and specific concepts. They stimulate interest in newly acquired and seasonal materials, as well as award-winning books and authors. In the past few years, the librarian has provided several cultural experiences for the students by hosting various authors and fundraising events at community book stores. The students in Pre-K through eighth grade attend weekly classes in the library to instruct students in the use of library and reference skills for application in daily life.

Religion is a key component across all grade levels. Teachers use the Blest Are We curriculum to enhance the teachings of the Catholic Church. Faith education is integrated into all elements of the school as a whole. Students plan and attend weekly mass. Sacramental preparation is included in the second and eighth grade curriculum.

3. Special Populations:

Saint Thomas School and faculty are firm believers that every child has the potential to be a successful student and learner in the classroom. Therefore, many avenues are provided for learning on a day-to-day basis. Such avenues include, but are not limited to: centers, literature circles, hands-on learning, real-life experiences, and software programs that promote learning. Teachers are able to maintain high levels of achievement through the strategies mentioned above, as well as, through the use of technology. Differentiated instruction is promoted across all grade levels and also helps build confidence in students so they are successful in all they do. Preschool through eighth grade teachers plan interactive and engaging lessons according to the strengths, as well as, the needs of students.

Teachers in the primary level provide students with explicit instruction through the use of a Phonics program. The program is designed to teach students strategies when learning to read. It gives them the tools to work with individual sounds, as well as, the tools to break down words into individual components. Students in the primary level learn through the use of centers and literacy circles. It is important to reach the needs of every student. With the use of ability grouping, instruction is designed to meet the needs of the individual.

In the 2017-18 school year, St. Thomas purchased CleverTouch interactive boards for all classroom teachers. Not only does this allow for the most updated technology, but it is also a crucial tool for teachers in the classroom. The CleverTouch board allows for engaging lessons and student interactions. Through the STEMscopes program, students are exposed to problem-based learning. This program offers hands-on learning and center-based learning modules that allow easy differentiation with cross curricular learning. Students are engaged in activities which meet real-world problem solving and critical thinking skills.

In sixth through eighth grade, students have the opportunity to learn Math in groups based on their abilities. Students of different grades progress through courses in pre-algebra through geometry as individual

performance warrants. This progression allows for flexible grouping and prepares them for their high school placement.

In 2016, St. Thomas adopted the i-Ready Reading program to bridge any achievement gaps. The i-Ready program allows for an evaluation at the beginning, middle, and end of the year for every student while tracking student growth and performance through their eighth grade year. i-Ready builds a unique lesson plan based on an individual student's performance and ability, and provides students with engaging and differentiated lessons. These lessons are unique and tailored to the individual's learning needs based on the Diagnostic Assessment. This program allows for the improvement of skills of students performing below, at, or above grade level. With the help of i-Ready, teachers meet to assess student data, review curriculum, and evaluate formative and summative assessment data. Teachers review student performance and strategies used during instruction in an effort to identify and plan strategies and approaches that best meet the needs of the students.

Response to Intervention (RTI) was implemented at St. Thomas School in an effort to reach all students. Students in Tier II and Tier III meet with an intervention specialist once or twice a week for individualized instruction on a one-to-one basis. These students also work individually with a literacy coach once per week. The intervention specialists and literacy coach create engaging lessons for these students. Their lessons are based on troubled areas found through the student's i-Ready Diagnostic Assessment scores. They also use research based activities and lessons from the Florida Center for Reading Research.

St. Thomas School administers the IOWA standardized assessment each Spring to test and track student progress from year to year. Test scores are analyzed by the principal and teachers and are used for planning improvements and setting goals.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. Thomas School prides itself on being a safe and positive learning environment. St. Thomas considers itself to be a school family, who embraces the collaboration of students, teachers, and parents. Students are taught to be followers of Jesus, encouraged to make good choices, lead by example, and be models of the Catholic Faith.

Students are supported, encouraged, and rewarded through many academic programs. Some examples of this are Governor's Cup, Diocesan Academic Competitions, Scholastic Art and Writing Competition, Spelling Bee, and Geography Bee.

Socially, St. Thomas strives to encourage positive relationships. An example of this is a buddy system, where students in kindergarten are paired with sixth graders, first graders are paired with seventh graders, and second graders are paired with eighth graders. Buddies do many activities throughout the year together. Kindergartners start the year by attending mass with their sixth grade buddies. The older students guide them during Mass and encourage the younger students to participate. During the school year, first and second graders work with their buddies on their Patron Saint Projects. Throughout the year, students also do fun projects and crafts during holiday seasons.

One program St. Thomas uses to promote a positive environment is the Tomcat Card. Tommy Tomcat, the school mascot who promotes school spirit, is the inspiration for the program. Students can earn Tomcat Cards by performing good deeds such as helping other students, helping teachers, holding doors, and keeping their school clean. Teachers can give Tomcat Cards to students. Once a student earns a Tomcat Card, they place their Tomcat Card in the office. At the end of each month, the principal pulls two cards from the bucket. Those students' names are read over the announcements as winners and they receive a prize.

St. Thomas works to create an environment where teachers feel valued and supported. Some examples of the supportive environment are: At the beginning of the year, teachers are given start-up funds for their classroom to enhance the classroom and make sure the teacher has everything they need to be successful. Students show their appreciation for teachers by engaging in individualized studies so the teacher can focus on their own personal development during Catholic Schools Week. The principal is always there to support teachers whether it be providing professional growth opportunities or helping with situations that arise in the classroom. Working collaboratively, teachers support each other by sharing examples of successes.

2. Engaging Families and Community:

Partnering with the family and community is part of the St. Thomas School Mission Statement. These partnerships are fueled by communication which is open-ended, on-going, and ever-changing. The school currently utilizes Sycamore Education, Constant Contact, and Twillo as platforms to transfer information within the school and to school families. These web-based programs are used for everything from attendance, lunch orders, gradebooks, and report cards to calendars, emails, automated phone calls and text communication. Additionally, to keep parents informed, weekly newsletters and special announcements are sent via email. The website provides pertinent information and allows engagement of students and parents to access school programs, such as World Book Online Encyclopedia, Accelerated Reader, STEMscope and i-Ready.

There are three main school support groups which allow for and encourage active involvement in the school's community. The Board of Education is an advisory committee made up of parents, the principal, and the Parish priest, who meet to promote Catholic Education within the entire parish. The Mothers Club is an organization whose board members work to involve mothers in raising money and coordinating with school personnel to assist with school projects and extracurricular activities. The Boosters organization works to involve parents in fundraising efforts supporting areas including, but not limited to, the sports

programs, technology, and facility maintenance.

St. Thomas School partners with the community in various ways, especially through the school's Service Learning involvement. The many different projects the school participates in throughout each year allow the students to reach out to countless community members and organizations. St. Thomas often partners with Newport Central Catholic, the local high school, to collaborate between the students and teachers. A partnership has also been established with St. Elizabeth Hospital as well as the University of Cincinnati Medical Center. These partnerships provide a platform for faculty and students to be involved in the community while learning about health and safety.

3. Professional Development:

Of all innovations tried in the classroom, research shows that professional development has the most profound and lasting effect on student achievement. By setting aside funds from school pictures, parent groups, and Title II, St. Thomas brings in speakers and sends teachers to at least one workshop per year. St. Thomas teachers are required to attend six professional development days each year. Teachers and staff attend workshops conducted by the Diocese of Covington on the topics of Inclusive Education and Technology.

Teachers and faculty commit themselves to continuing their professional learning by attending various conferences and workshops. At both the Alternative and Innovative Intervention for Autism and ADHD and The Defiant Student Seminar, teachers gained knowledge on how to better engage students faced with these challenges. Teachers continued their learning in content areas by attending Making Math Meaningful Kentucky, Early Childhood Conference, and the Association for Health Physical Education. The principal attended NCEA Law Symposium and the KASA Leadership Conference to enhance leadership skills. Many resources were purchased at the conferences and were shared with the faculty and staff to continue their learning and to help them implement different strategies in their classrooms. At monthly faculty meetings, teachers share activities, ideas, and insights that were gained at workshops or graduate classes. Occasionally, guest speakers are brought in. Part of the professional development focus has been creating a safe learning environment by training in CPR, First Aid, and ALICE for school safety. As an academic focus, faculty has viewed presentations on Science Technology Engineering and Math (STEM) and i-Ready for RTI.

When setting up the new technology program three years ago, all teachers were required to take a summer class on CleverTouch interactive boards and Sycamore Education SMS reporting program. Teachers are continually learning about and utilizing state of the art technology for student and classroom use. St. Thomas feels that if teachers are proficient in technology, students will follow.

To keep faculty members aware and up-to-date on new research and teaching strategies, various professional publications are circulated among the faculty. Today's Catholic Teacher is an educational magazine distributed nationally. In the 2016-2017 school year, a member of St. Thomas faculty was featured for their teaching excellence and achievements.

4. School Leadership:

The philosophy and primary focus of the principal of St. Thomas is to develop students who are prepared to enter the 21st century and who possess the skills necessary to remain competitive in the ever changing global market. Upon graduating from St. Thomas, students enter high school with advanced skills through a strong curriculum and acceptance of diversity. It is the goal of the principal to help students develop a well-rounded, solid foundation upon which their future will flourish.

The administrator is responsible for implementing the Catholic philosophy of the school and fostering the spiritual and intellectual growth of faculty and students. The duties of the administrator include the following: implementing education policies, cooperating with Diocesan officials, representing the school to the Board of Education, managing the school income and expenses, overseeing human resources, planning and scheduling faculty meetings, supervising faculty and staff, supervising and assessing curriculum, providing a safe environment, meeting state and federal regulations, promoting good public relations for the school, and communicating with the pastor, board, faculty, staff, parents, and students. The principal

works collaboratively with the pastor; however, the pastor is the final parish authority in the school.

St. Thomas Board of Education is the policy recommending body for regulating and operating educational programs at St. Thomas Parish and School, subject to regulations and policies that proceed from the Diocesan Department of Education of the Diocese of Covington. The Board is made up of a President, Vice-President, and Secretary. Their duties include things such as: planning and overseeing educational programs in the parish and school, being a liaison with public authorities, working with the Parish Council of St. Thomas, and evaluating its policies and their effectiveness.

All parents are provided with a copy of the St. Thomas School Family Handbook at the beginning of the year in their back-to-school packet. Parents sign and return a form to the office stating that they have read, understand, and are in agreement with the policies outlined in the handbook.

The success of the programs offered at St. Thomas requires that the faculty and staff establish a positive motivational climate for learning and intellectual development. The faculty creates a school environment that provides for levels of success, while respecting individual abilities and differences. Development of the child physically, socially, intellectually, emotionally, and spiritually is our focus. Educators create opportunities to encourage independence and cooperation through varied educational experiences.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

When looking at St. Thomas student performance, it is hard to choose one individual practice that is responsible for the students' success. Many practices, whether academic, spiritual, assessment related, or socio-emotional, are needed to teach the whole student. However, the faculty and staff firmly believe that through the students' acts of service, they have been empowered to learn academic concepts more deeply. This has allowed the students to develop into valued, educated, community members for life.

Children, Inc., a local nonprofit agency, partners with St. Thomas School to collaborate with teachers, students, and community partners to participate in Service Learning experiences. Service Learning is a teaching and learning method with benefits that have been well-documented. Students apply academic concepts as they lead community service projects. Using their coursework, students investigate an issue, design a response or solution to that need, monitor their work through reflection, carry out the service, and culminate the unit through a demonstration of knowledge and skills gained.

Studies have shown that Service Learning boosts academic scores and brings relevance and rigor to core content. It unites classroom curriculum with identified community issues and needs, as well as, empowers students to believe in their own potential as problem solvers and community assets. Each and every student is engaged in a service project as it is a curriculum requirement for each homeroom.

Over the years, St. Thomas has completed a wide range of Service Learning activities. Students interact with residents at local nursing homes and assisted living communities through singing Christmas carols, making seasonal crafts, and hosting senior citizens of the parish for breakfast. Students coordinate collections of various items such as books, pet supplies, toys, and food. Through various outreach projects, the students have been able to make an impact on the community. By planning school-wide service learning projects, students share in the process of becoming active learners.

In recognition of St. Thomas's continued participation in Service Learning, we have been granted the Jefferson Award every year since 2007. Service Learning has allowed St. Thomas students and school community to leave a lasting impact on the world around us. Through these inspiring projects, the students and school community live out their faith through acts of service which have contributed to the academic excellence and success of St. Thomas School.

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? \$6507
(School budget divided by enrollment)

4. What is the average financial aid per student? \$303

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 21%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 14%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: IOWA

Grade: 3

Edition/Publication Year: 2017

Publisher: Riverside Publishing

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	205.2
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: IOWA
Publisher: Riverside Publishing

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	215.3
Number of students tested	12
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: IOWA
Publisher: Riverside Publishing

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	235.7
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: IOWA
Publisher: Riverside Publishing

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	256.2
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: IOWA
Publisher: Riverside Publishing

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	276.2
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: IOWA
Publisher: Riverside Publishing

Grade: 3
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	217.2
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: IOWA
Publisher: Riverside Publishing

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	221.8
Number of students tested	12
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: IOWA
Publisher: Riverside Publishing

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	242.4
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: IOWA
Publisher: Riverside
Publishing

Grade: 6
Scores are reported here
as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	246.3
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: IOWA
Publisher: Riverside Publishing

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	276.2
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	0
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: