

**2005-2006 No Child Left Behind - Blue Ribbon Schools  
Program**

---

*U.S. Department of Education*

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  
 Charter

Name of Principal Mr. William A. Farnau

Official School Name Saints Peter and Paul Catholic School

School Mailing Address 133 Barr Street

Lexington KY 40507-1321  
city State Zip Code+4 (9 digits total)

County Fayette State School Code Number 564

Telephone (859) 254-9257 Fax (859) 254-9050

Website/URL [www.stpeterandpaulschool.catholicweb.com](http://www.stpeterandpaulschool.catholicweb.com) E-mail [wafarnau@cdlex.org](mailto:wafarnau@cdlex.org)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Sister Bernadette McManigal

District Name Diocese of Lexington Tel. (859)253-1993 (X-219)

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mark Naylor

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private 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 certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**SCHOOL** Saints Peter and Paul School

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 5.5 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only: (2004-05 school year data - matches assessment data from that year)

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	16	16	32	7	23	22	45
K	27	18	45	8	19	22	41
1	19	22	41	9			
2	26	21	47	10			
3	26	22	48	11			
4	21	19	40	12			
5	22	24	46	Other			
6	32	18	50				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							435



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

- |  |  |
|--|--|
| <input type="checkbox"/> Autism                | <input type="checkbox"/> Orthopedic Impairment                 |
| <input type="checkbox"/> Deafness              | <input type="checkbox"/> Other Health Impaired                 |
| <input type="checkbox"/> Deaf-Blindness        | <input type="checkbox"/> Specific Learning Disability          |
| <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Speech or Language Impairment         |
| <input type="checkbox"/> Hearing Impairment    | <input type="checkbox"/> Traumatic Brain Injury                |
| <input type="checkbox"/> Mental Retardation    | <input type="checkbox"/> Visual Impairment Including Blindness |
| <input type="checkbox"/> Multiple Disabilities |  |

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>9</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support staff	<u>2</u>	<u>6</u>
Total number	<u>23</u>	<u>19</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 14.8

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96.5%	95.5%	96%	96%	96%
Daily teacher attendance	98%	97%	97%	97%	97%
Teacher turnover rate	7.3%	4.8%	11.1%	1.1%	11.5%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

## **PART III - SUMMARY**

---

### **SAINTS PETER AND PAUL SCHOOL**

Saints Peter and Paul School is a Roman Catholic Elementary School located in downtown Lexington, Kentucky. The school was formed in 1989 as a result of a merger of St. Peter School, founded in 1955, and St. Paul School, founded in 1865. Our school serves five local parishes, St. Peter, St. Paul, Holy Spirit (Newman Center at the University of Kentucky), St. Peter-Claver, and St. Luke. All of the parishes are in Lexington except St. Luke, which is located in Nicholasville, Kentucky, about ten miles south of Lexington.

From 1989 until 1996, the school was located at 133 Barr Street. In 1996, growth allowed the middle school to move back to the original St. Paul building. The two school campuses are five blocks apart in downtown Lexington, an area where students have access to many historic and cultural activities. Students have numerous "walking" field trips during the school year to the Lexington Public Library, Living Arts and Science Center, the Lexington Opera House, the Explorium (a children's museum), Children's Theater and the University of Kentucky Singletary Center for the Arts, in addition to the courthouses and local businesses in the downtown area.

In 2004, a pre-school program for three and four year old children was begun on the elementary school campus. It has been successful and has grown from an enrollment of thirty-two children last year to fifty-six children during the current year.

Saints Peter and Paul School is fortunate to have an experienced school staff, with little turnover and excellent qualifications. The staff provides an important strength for the school. Parent involvement and volunteerism is outstanding, including a very active and supportive parent-teacher organization that generates in excess of \$50,000 each year to enrich the educational resources of the school. The Kentucky Non-Public School Commission accredits Saints Peter and Paul School. Test scores are well above the national average and are among the highest in the Diocese of Lexington. Class sizes range from a maximum of twenty-three in primary to twenty-five in the Middle School.

The Diocese has included Saints Peter and Paul School in a major municipal bonding measure that could provide as much as five million dollars for a renovation project. While in the process of developing a plan for the utilization of some or all of these funds, the Saints Peter and Paul School Board is leading the community through a process for developing a vision for the future of the school that involves an emphasis on academic excellence, the performing arts, and small class sizes. Also included, as important components of that process, are committees to address physical plant renovation, development and fund raising. New goals that are emerging from those committees include:

- Continuation of an enriched curriculum, with an emphasis on the performing arts to take advantage of the school's downtown location with its current resources.
- Renovation of current facilities to include the middle school auditorium, classrooms and construction of a gymnasium.
- Development of a plan to finance the improvements while developing an on-going outreach program within the community.

The mission statement of Saints Peter and Paul School is revised periodically and currently reads as follows:

*Saints Peter and Paul School provides students with Catholic values and high academic standards within a diverse community of lifelong learners who participate in a shared faith.*

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

---

### **1. Assessment Results:**

As a private school in Kentucky, Saints Peter and Paul School does not qualify to participate in the state mandated testing program. Saints Peter and Paul, along with all other Catholic schools within the Diocese of Lexington, administer the Terra Nova, 2nd Edition standardized test published by McGraw-Hill. Originally the test was administered in only the 3rd, 5th, and 7th grades as required by the Diocese of Lexington. However, every grade level first through eighth was tested in the 2003-04 school year, and every grade level was tested in 2004-05. That was done to provide additional longitudinal data for monitoring annual progress. Students in grades three through eight take the complete battery including the "In-view" section. This test provides data regarding each child's cognitive index (yielding an anticipated score in testing areas) as well as achievement in reading, language, mathematics, spelling, science and social studies. Results on word usage are provided for the younger students. Testing is completed in March of each year, with results available in May so teachers can use them to plan instruction for the coming year. The information received from these tests provides a comparison of SPPS students with students nationally. In addition, the superintendent provides us with information about how Saints Peter and Paul compares with other schools within the Diocese of Lexington.

Saints Peter and Paul students have improved their test scores over the past five years and score at levels that place their performance within the top ten percent (10%) in the nation. Our data is reflected through the use of the mean curve equivalent (MNCE) score. This score is used because the normal curve equivalent (NCE) scores are based on an equal interval scale that enables legitimate comparisons between different subject based achievement tests like mathematics and reading. Our scores are above the national average and in 2004-05 a majority of the subtest scores were the highest in the diocese of Lexington.

During review of Saints Peter and Paul test results over the past several years, it has been evident that the time, energy and teacher training that was placed on the area of mathematics several years ago, along with our low teacher turnover, has been successful. Recently, the mathematics scores at Saints Peter and Paul have generally been higher than the reading and language scores. For example, in comparing the 3rd grade scores in math and reading during the most recent testing period of 2004-05, the reading Mean NCE was 68.8 for all third grade students while the Mean NCE in mathematics for third graders was 72.8. In order to qualify for Blue Ribbon School status a Mean NCE score of 64.1 was required on the *Terra Nova* in reading, while a score of 64.5 would qualify for Blue Ribbon status in mathematics. The Saints Peter and Paul students' score in reading is 4.7 points above the qualifying score. In

mathematics, the difference is 8.3, indicating that students are performing better in math than in reading. This has been a trend for several years in other grades, in addition to third. As a result, Saints Peter and Paul is moving to place additional emphasis in the areas of language and reading.

In addition to annual standardized testing, Saints Peter and Paul also uses assessments in mathematics and reading through the Star Program assessments administered on classroom computers. These assessments help to provide more immediate results in the classroom, especially for students who may have been identified as needing some additional enrichment or remedial assistance. Scores in these areas are provided in grade equivalents and percentiles, but still allow for comparisons to be made with other assessments.

## **2. Using Assessment Results:**

The faculty at Saints Peter and Paul School will analyze assessment data on an annual basis. Teachers meet and discuss the test scores. Each teacher receives a copy of the scores that apply to students they teach and scores that reflect grade level performance in all of the other grades. In that way, the staff is able to make individual instruction decisions within the classroom and at the grade level as well as set school-wide goals for professional development on a school-wide basis. The data are reviewed in several ways as follows:

- Individual student analysis is done to ensure that growth is taking place with each child. Testing requirements have been expanded to include all grades. Our teachers always attempt to look at the individual scores, from one year to the next, determining whether specific students require additional instructional attention. A diagonal worksheet is used to track performance of individuals and of entire classes, because most children move to the next grade level with few exceptions.
- Class analysis is also done by comparing the performance of the class over time, the same manner that individual analysis is done. Test reports also provide each teacher with a mastery matrix, so specific content may be reviewed. Because individual students are included in this report, data is analyzed on an individual basis for each student in all of the test areas.
- Whole school analysis is essential as well, in order to address priorities for the entire school and to assist with total staff professional development. The school determined two years ago that the area of language, including reading, writing and vocabulary development would be points of focus for professional development. Since writing serves to improve the development of language skills, a writing rubric for the entire school, K-8, was developed last year. That rubric is currently being used by all teachers. The vocabulary development instruction has been adjusted through the use of some new approaches and some new materials that integrate skills better than before.

## **3. Communicating Assessment Results:**

Assessment information is communicated to the parents in a report that is sent home at the end of the school year. Because assessments represent only one of several items of information that parents receive about their children, it is important for them to understand the data.



Teachers and our guidance counselor are available to explain the assessment data to those who may have questions. Assessment results are published on a grade and school-wide level each year for parents and prospective parents to see. Test scores also provide an important recruitment tool for the school. "Trimester Triumphs", a school publication, includes test scores for the entire school community to read.

In addition, Saints Peter and Paul also prides itself in the parent - school relationships that have been developed. Communications begin with a comprehensive packet, mailed to all families in the early summer. Included in that material is an invitation to an "open house orientation" two days before school starts in the fall. With that "open house orientation," the process of communication with parents about student progress is begun. Grades are assigned on a trimester system with a written report being sent home to parents every six weeks. All reporting dates are known in advance by the school community, because they are a part of the annual school calendar. The first six-week report is sent home with an invitation for all parents to conference with the teacher. A specific day is set in the school calendar to provide time for conferences. Conferences with the teachers are encouraged on that day as well as during other times in the school year where they may be helpful.

Assessment scores are communicated to parents from high school placement tests, the Duke University Talent Search Program, Academic Team competitions, Governor's Cup competition, and Star math and reading scores. The homeroom teacher or the guidance counselor provide these scores to parents .

#### **4. Sharing Success:**

The first line of sharing success begins at the faculty meeting level where teachers all share their classroom, personal or other successes with the other members of the teaching staff. The school tries to ensure that those successes are identified and recognized. Successes are noted and documented so they can be reported for printing in other publications that are read throughout the community.

Teachers are involved in professional organizations and have presented at the Ohio Catholic Education Association convention during past years (2004) including topics on reading intervention and kindergarten instruction. Saints Peter and Paul is a member of the National Catholic Schools Association (NCEA). Teachers are active in attending conferences and workshops through this organization and other professional organizations in the area. Our teachers are active within the Diocese of Lexington, serving on committees dealing with computer technology and language arts instruction, among other things. Because our teachers have worked for several years on mathematics, especially through the Everyday Mathematics program, two staff members are certified trainers for Everyday Math and go to other schools as consultants and invite teachers from other schools to visit Saints Peter and Paul classrooms.

The principal is a member of the Diocesan Principals' Association and participates in their formal quarterly meetings. The principal and teachers also welcome visitors into the school including prospective families, students doing community service from Lexington Catholic High School and student observers from area colleges and universities.

## PART V – CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

The Saints Peter and Paul curriculum has been based on the curriculum framework of the Diocese of Lexington with developmentally appropriate instruction in reading, language arts, mathematics, science, social studies, Spanish, religion, music, physical education, library skills and computer technology. A full-time guidance and counseling program that features in-class instruction as well as individual and group counseling is featured. During the past three years, Saints Peter and Paul has been developing curriculum maps to update and define our curriculum according to the needs of our school as well as the Kentucky Learner Goals and Expectations and national standards. Curriculum has been mapped in the areas of science, social studies, mathematics, and family life (taught in conjunction with religion). Saints Peter and Paul teachers are currently participating in a pilot project to map curriculum using the *Curriculum Mapper* software and a process that will not only create a standard mapping format, but will allow for the curriculum to be aligned with state and national standards and coordinated with appropriate assessments. Accommodations are made for students with individual learning needs including the modification of assignments and individual in-class and out-of-class instruction. A reading intervention program, separate from regular classroom instruction, is further described in section V, item 2a.

**Language Arts** consists of reading, writing, literature, grammar, spelling and vocabulary development. These subject areas are taught through an integrated approach. (More specific information on reading is found in section V, 2a). Literature is used as a starting point for most writing activities. A school-wide writing rubric was developed last year and is being used in all classes, kindergarten through eighth grade. Grammar is taught in the context of writing, with grammar textbooks available for specific model and skills practice. Vocabulary is also taught as a part of the writing experience, along with supplemental vocabulary textbooks.

**Mathematics** is one of the strongest student performance areas in our school. The mathematics program is based on the concept of a spiraling curriculum, where introduction, development and mastery of content are ongoing processes where concepts and skill sets are frequently revisited. Our mathematics instruction is heterogeneous until the seventh grade where students are grouped on their prior performance in mathematics. In the seventh grade, students may take either Pre-Algebra or Transition Mathematics. In eighth grade, Algebra and Pre-Algebra are taught. Students use graphing calculators in the seventh and eighth grades.

**Science** is taught to all students. It is an activity-based program, built upon an understanding and application of the scientific method, with an emphasis on observation and data collection. Hands-on activities are used often in the classroom. The *Internet* is used to enhance certain laboratory activities in the middle school classrooms. The middle school program includes earth and space science in the sixth grade, life science in the seventh grade and physical science in the eighth grade.

**Social Studies** includes studies in geography, history, economics, political science and the diverse political and social structures and cultures throughout the world. Textbooks are supplemented by the use of guest speakers, community projects and celebrations from other cultures. Current events are a major component of the curriculum. Citizenship, social responsibility and social

justice are taught throughout the social studies curriculum.

**Spanish** is included in the curriculum of the Middle School from sixth through eighth grade as a full year subject. During the sixth grade year, students are introduced to Spanish speaking cultures in the world and the language. The seventh and eighth grade students address a more formalized program of reading and writing in Spanish. Students should be able to by-pass Spanish I when they enter high school as ninth graders.

**Religion** is required of all students attending any Catholic school and is designed to provide a solid spiritual foundation for all of our students. The teaching of Christian and Catholic doctrine and values is accomplished in religion classes. Classes are supplemented by liturgical planning and celebration on a weekly basis. Service projects are a part of this curriculum and are a graduation requirement for all eighth grade students.

**Music** instruction is taught to all students, pre-kindergarten through eighth grade. Students will sing, including songs used in the weekly liturgy, learn to read music and produce musical programs and special events. Fourth graders learn to play the recorder, while band is an elective for all students beginning in the fifth grade. The SPPS band is outstanding and includes over half of the eligible students, grades five through eight.

**Physical Education** is taught to all students on a yearly basis, pre-kindergarten through eighth grade. Developmentally appropriate activities including dance, cooperative games, team sports, individual physical fitness and maintenance of personal logs are featured that will contribute to life-long habits and healthful practice. A health component featuring content on nutrition, good habits, mental health, and drug use prevention are featured in grades six through eight.

**Library Skills** are taught in an organized classroom fashion in the elementary grades, while in the middle school, the librarian / media specialist works through an integrated program with the language arts teachers. Students learn how to use the library and other resources to enhance their learning in many curricular areas. The librarian also assists teachers in the collection and use of classroom supplemental materials, reads to the children and encourages reading through the Accelerated Reader Program.

**Computer Technology** has advanced considerably in the past five years at Saints Peter and Paul School, though maintaining the modern hardware is still a challenge. The school has two computer labs with twenty-five computers in each, along with two student computers in each classroom, grades one through eight. By the time students reach the eighth grade, they are expected to have keyboarding skills, understand and use *Microsoft Office*, do a research paper using the *Internet*, and present a *Power Point* presentation to the class.

**A guidance program** involves a full-time, certified, guidance counselor at Saints Peter and Paul School. In addition to classroom instruction involving issues like personal values and bullying for kindergarten through sixth grade, the counselor is responsible for individual and group counseling, assessment and parent conferences. The counselor also assists teachers in planning for children who have special needs.

## **2a. Elementary Reading:**

The present reading program is based upon the *Success in Reading and Writing Program* developed by Ann Adams and Lisa Lord. It is a student-centered program utilizing a variety of print matter including trade books rather than dependency on a basal series. Since we have such a diverse population, it allows for individualized instruction without the necessity of placing students in ability groups. Success uses a whole language approach to instruction, allowing students to make choices about reading materials. Small and large group instruction plus individual conferencing are the heart of the program. To insure that students also have a firm foundation in phonological awareness, teachers supplement Success with a structured phonics curriculum. Steck-Vaughn materials are currently being used. Other components of the reading program also play a large part in student success.

*Accelerated Reader* is utilized throughout the school as an incentive to reading success. A year-end reward initiative is used to encourage the students to read. Also, parent volunteers have been trained to work with students in the *Great Leaps* program. Leaps promotes fluency and has been quite successful over the years.

The final piece of the program is a Reading Assistance. This is a program that takes students who may be at risk for reading success and uses alternative approaches such as the Lindamood Bell LiPS process and the Maria Carbo Reading Styles Program. No more than six students at a time work with a reading specialist for one hour a day, three days a week.

Saints Peter and Paul School has a strong reading program aimed at meeting the needs of all the student population.

## **3. Description of the Mathematics Program:**

All curricular areas are important, but the mathematics program has received a great deal of attention at Saints Peter and Paul School over the past several years. Our math program is advanced in content, but defined for students in ways that help them have a confidence and understanding of math operations. Algebraic expressions are introduced to students in kindergarten and by the first grade, students are using number lines that include both positive and negative numbers. Our teachers have a great deal of experience and prior training in the *Everyday Math* program. Two current staff members are certified trainers and continue to be involved in further professional development in this area. When new teachers are employed, they are trained in the same methods, helping to create a seamless math program for children in kindergarten through sixth grade. The curriculum is a spiraling model and addresses effectively the common complaint that teachers have when students appear to have "forgotten" specific skills or concepts from the beginning of the year to the end or from one year to the next. In the seventh grade, students are assigned classes based on their math performance, an assignment that can be adjusted as mathematics performance changes. The goal in mathematics is for students to understand math concepts and be successful. The standardized test scores reaffirm our success.

## **4. Instructional Methods:**

Saints Peter and Paul School is a diverse community and we recognize that the learners in our school are diverse as well. Teachers make significant efforts to address individual needs, in addition to meeting the accepted curriculum standards that have been established in Kentucky and with national standards. An observer at our school on any particular day might see large or small

group instruction, project work, cooperative learning groups, hands-on laboratory activities, use of math manipulatives, computer-based learning, journal writing, student presentations, field trips or other activities. Field trips are an important part of the program and every child has a walking permission slip to make the utilization of the downtown Lexington area provide a ready resource for Saints Peter and Paul children.

Class sizes at Saints Peter and Paul School are small. The cap size in primary is twenty-three, intermediate is twenty-four and middle school is twenty-five. Actual numbers are usually somewhat smaller than capacity.

Saints Peter and Paul School is involved in a number of other activities that stretch students in various ways and augment our curriculum. Some of those activities include the Kentucky Youth Assembly, a mock government assembly where children write and present legislation in the state capitol in Frankfort, meet in committee and speak for or against specific proposals. Saints Peter and Paul has had the successful gubernatorial candidate in three of the past six years. This represents quite a feat for a relatively small school. Both the academic and math teams compete locally, regionally and on a state level. The future problem solver team has been successful as well in local competition. International issues are studied through the Kentucky United Nations Assembly where we are recognized for outstanding accomplishments each year. Spelling competitions on a school level, with school winners in the area competing for local, regional and state honors. There are fifteen to twenty students who qualify and take the Duke Talent Search Assessment each year. Last year, one student was invited to the Duke campus and two were invited to a state recognition ceremony.

Numerous parent volunteers work with teachers to assist with the reading program, construct classroom-learning materials and work with small instructional groups.

### **5. Professional Development:**

Professional development at Saints Peter and Paul School takes on several different faces as everyone has the goal of being a life-long learner, realizing that advancements in instruction are associated with adding best practices that will fill our "instructional toolbox".

Faculty members are required to have twelve hours of professional development per year at the school level and an additional six hours of professional development through diocesan- mandated professional development. Teachers have some choice in the professional activities chosen, but the staff also determines specific professional development goals annually that later are transformed into specific professional development activities. For example, during the 2004-05 school year two consultants were employed to work with the staff on writing. The final product of that training was the production of a writing rubric to be used kindergarten through eighth grade. That rubric is being used this year in each classroom.

In addition, specific area teachers are encouraged to attend subject-centered in-service training and conferences such as KAPEHRD (physical education), KMEA (Kentucky Music Educators Association), specific training for technology application (any teacher) or specific training for needs that may develop over time. There is a specific school budget of \$5,000 per year to promote professional development, not including funds from federal Title programs that can be used as well. Saints Peter and Paul usually realizes about \$2,000 per year in Title II funds that are

earmarked for professional development. An example of our current-year professional development can be demonstrated by our work with curriculum mapping. Four staff members recently attended a *Curriculum Mapper* program where they were trained to use curriculum-mapping software. Those four will teach the remainder of the staff how to use the program to better map our curriculum, develop meaningful assessments and prevent omissions, duplications or overlaps that are unintended. This program is endorsed by Heidi Hayes-Jacobs and has great potential as an aid in curriculum development at Saints Peter and Paul School.

Teachers have schedules that are designed so teachers within grade levels and subject areas have time each week to meet for discussion and planning. The middle school faculty has dedicated one afternoon per month this year to begin the process of working as a professional learning team, addressing areas that collectively will serve to improve the teaching-learning process.

The faculty is dedicated to the task of continuing the learning process in order to better serve the students at Saints Peter and Paul.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

---

1. Private school association(s): National Catholic Education Association, NCEA
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes   X   No
3. What are the 2005-2006 tuition rates, by grade?

Kindergarten: In-parish families; \$ 3,220 / yr. Catholic rate (non-parish) \$4,384 / yr.  
Non-Catholic rate - \$5,020 / yr.

All Other Grades: In-parish families; \$3,064 / yr. Catholic rate(non-parish)\$4,060  
Non-Catholic rate; \$ 4,900 / yr.

We provide a multi-child discount to parish families of \$494.00 / child and a \$252.00 / child discount to Catholic, non-parish families

- |  |                  |
|--|------------------|
| 4. What is the educational cost per student?<br>(School budget divided by enrollment)                  | \$ 4,343.00      |
| 5. What is the average financial aid per student?  | \$ 1,816.00      |
| 6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? | <u>  3.8  </u> % |
| 7. What percentage of the student body receives scholarship assistance, including tuition reduction?   | <u>  11  </u> %  |

# PART VII - ASSESSMENT RESULTS

## Private Schools

**Note:**

Saints Peter and Paul School has tested all students in grades 3, 5, and 7 as mandated by the diocese of Lexington. In 2003-04 we also tested students in grade 8. In an effort to provide better longitudinal data we tested all students, grades K-8 in 2004-05. We will discontinue the testing of K-2 this year due to research evidence that indicated our resources would be better spent by using some other type of diagnostic instrument for those age groups.

### SAINTS PETER AND PAUL SCHOOL ASSESSMENT DATA

ASSESSMENT: TERRA NOVA  
CTB McGRAW HILL, PUBLISHER, 2001

ALL SCORES REPORTED AS NCE'S  
TESTING MONTH: MARCH

No students were excluded from testing in these years

	2004-2005	2003-204	2002-2003
<b>SCHOOL SCORES</b>			
Grade 8			
Reading	71.9	67.0	63.2
Math	75.9	73.8	68.3
Number of students tested	41	52	43
Percentage tested	100	100	100
Grade 7			
Reading	64.5	68.7	68.8
Math	69.7	73.3	70.8
Number of students tested	44	44	51
Percentage tested	100	100	100
Grade 6			
Reading	69.4	62.3	NA
Math	76.0	69.9	NA
Number of students tested	50	45	
Percentage tested	100	100	
Grade 5			
Reading	72.1	74.0	67.3
Math	69.0	74.7	65.0
Number of students tested	42	46	43
Percentage tested	100	100	100
Grade 4			
Reading	76.8	70.4	NA
Math	77.3	67.2	NA
Number of students tested	39	41	
Percentage tested	100	100	

Grade 3			
Reading	68.8	70.6	70.0
Math	72.8	75.2	70.3
Number of students tested	45	45	43
Percentage tested	100	100	100
Grade 2			
Reading	68.5	71.0	NA
Math	68.5	67.1	NA
Number of students tested	46	41	
Percentage tested	100	100	
Grade 1			
Reading	80.3	72.2	NA
Math	84.4	76.0	NA
Number of students tested	39	46	
Percentage tested	100	100	
Grade K			
Reading	70.9	NA	NA
Math	68.3	NA	NA
Number of students tested	46		
Percentage tested	100		