

2005-2006 No Child Left Behind - Blue Ribbon School Program

U.S. Department of Education

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

Name of Principal Ms Sharon Bresler
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Thomas School
(As it should appear in the official records)

School Mailing Address 428 S. Ft. Thomas Ave.
(If address is P.O. Box, also include street address)

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

County Campbell State School Code Number* 440-176

Telephone (859) 572-4641 Fax (859) 572-4644

Website/URL www.sttschool.org E-mail sbres@sttschool.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.

Date _____
(Principal's Signature)

Name of Superintendent* Dr. Lawrence Bowman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Covington Tel. (859) 392-1531

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.

Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Mary Paula Schuh
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

**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: N/A Elementary schools
 Middle schools
 Junior high schools
 High schools
 Other

 TOTAL
2. District Per Pupil Expenditure: N/A

 Average State Per Pupil Expenditure:

SCHOOL (To be completed by all schools)

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. 6 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:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	10	8	18		7	12	10	22
K	6	23	29		8	17	13	30
1	16	10	26		9			
2	14	10	24		10			
3	13	15	28		11			
4	19	9	28		12			
5	12	11	23		Other			
6	16	15	31					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								259

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>100</u> | % White |
| <u> </u> | % Black or African American |
| <u> </u> | % Hispanic or Latino |
| <u> </u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	241
(5)	Total transferred students in row (3) divided by total students in row (4)	.0248
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 0 %
 0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 11

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{0}{0}$ %
0 Total Number of Students Served

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

- | | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </u> 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>1</u>
Classroom teachers	<u>12</u>	<u>8</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>1</u>	<u>3</u>
Total number	<u>14</u>	<u>13</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 16

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	98 %	98 %	97 %	98 %	98 %
Daily teacher attendance	96 %	98 %	98 %	98 %	95 %
Teacher turnover rate	4 %	13 %	0 %	23 %	20 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %	N/A %	N/A %	N/A %	N/A %

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u> </u> N/A
Enrolled in a 4-year college or university	<u> </u> %
Enrolled in a community college	<u> </u> %
Enrolled in vocational training	<u> </u> %
Found employment	<u> </u> %
Military service	<u> </u> %
Other (travel, staying home, etc.)	<u> </u> %
Unknown	<u> </u> %
Total	100 %

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 1 through 6. Over the last 100 years St. Thomas has continued as an academically excellent, values-rich, Catholic school. We currently offer preschool, kindergarten (full and half day), and grades 1-8, serving about 250 children who 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 and in 2003-04 school year received a five-year accreditation renewal.

Each year brings new challenges and achievements in fulfilling our mission: *To partner with the family to educate the child using Christian values, superior academics, and loving discipline in a Catholic academic community graced by the spirit of Christ.*

STS works with parents on an ongoing basis to ensure that all students progress. If there is a concern over a student's academic achievement, emotional well-being, or a behavior issue, parents are contacted and together a plan is formed to enhance the student's educational experience. School newsletters to parents include monthly flyers that address educational issues from a parental perspective, religious and faith-filled traditions to inspire the families, and one from the school counselor with parenting, study, and organizational tips. This year St. Thomas is working with two nearby schools to host a parenting workshop about strategic learning.

Our students receive a well-rounded education including strong academics, experiencing the arts, religious understanding through service to others, and organized sports. 64% of our teachers have at least a Masters degree in education. The average years of experience per teacher are fifteen. We take students where they are and work to advance them on the ladder of learning. On average, half of our 8th graders test out of Algebra I in high school. Starting in grade four our students can participate and compete in academic leagues and writing contests. These are examples of outlets for those students who want to excel, or can be pushed to excel. We take full advantage of Title I, speech and testing services offered by our public school district to evaluate students who may be on the other end of the educational spectrum.

In the fine arts department, all students in grades K through 8 are offered art, music, and Spanish on a weekly basis. Three of the last four years we have worked with the Kentucky Arts Council to provide an artist in residence for various grade levels. One such residency helped kick off our annual 8th grade play where the students, teachers, and parents work together on a musical production.

Although our after-school sports program is run by parents, our P.E. teacher works to instill an understanding of healthy choices and lifetime fitness. Grants from the Northern Kentucky Health Department and other local foundations allowed us to begin ongoing health and innovative fitness programs.

St. Thomas students complete their education with a religious focus steeped in tradition and service. The students plan and attend weekly Mass. Visiting the Adoration Chapel or the Mary Grotto to say the rosary, hosting a Christmas play each year, celebrating Holy Days, and participating in the annual May Crowning are other ways St. Thomas students grow in faith. STS is well known for its connections to, and service toward, the community. We visit our local retirement home and support local government agencies through food and toy drives at Thanksgiving and Christmas. Through the BEST (Business and Education Success Teams) program St. Thomas School "partners" with Fifth Third Bank and works with the local office to coordinate activities and projects that bring the school children and bank employees together for educational and fun activities.

I had sixteen years of educational experience before coming to my first administrative position at St. Thomas School. Moving from my insular self-contained classroom to leading a complete educational community has been a wonderful and humbling experience. St. Thomas School is not run by a single person, but by many sharing a common vision and similar goals. By working together, the students, teachers, parents, and community of St. Thomas School have accomplished much in its 102-year history, but we have only just begun.

Part IV - INDICATORS OF ACADEMIC SUCCESS

PART IV /1– Assessment Results

St Thomas School has administered the Second Edition of the Terra Nova Form C for the last four years. This is a nationally standardized test. It allows for comparisons between our students' results and the results of students in the same grade/age around the country. All students in grades one through seven take the Terra Nova. Additionally, starting in grade three, our students take the CAT Complete battery (In View) to determine aptitude or Cognitive Skills Index (CSI). The CSI establishes an anticipated level of achievement as measured by the Terra Nova. All test averages are recorded as National Percentiles. This means that when a class average in reading is 80%, that class scored better than 79% of all the classes that took the test nationally.

Our students are given the standardized test in a whole class setting with no student being excluded. No student subgroups are noted in any grade test averages. The percentages of free and reduced lunch students, indicating low income, minority students, or students with any type of learning disability, are negligible to the final grade level averages.

St. Thomas students have historically performed well on standardized tests, frequently exceeding the anticipated level of performance, as well as topping average national and diocesan scores. This kind of performance is possible due to our small class sizes in math and reading, and the dedication of the teachers and parents to make sure that each child succeeds.

In 2005, our 7th graders tested in the top 10% of the nation in both reading and math, with scores of 80% on both. Additionally, grades 4, 5, and 6 scored in the top 10% in reading, and grades 3 and 5 scored in the top 10% in math. The grades that missed the top 10% did so by 1 or 2 percentage points. Grades 3 through 7 exceeded their anticipated score in reading and all but 6th grade surpassed their anticipated score in math from 2 to 14 points. Across the board, our students outscored the Diocesan averages in both reading and math in 90% of the categories. This is up 8% from the previous two years.

In 2004, many of the grades met or exceeded the necessary scores set by the U.S. Department of Education to be considered in the top 10% of the nation; unfortunately, our 7th grade scores missed by 1 percentage point. All grades, one through seven, exceeded their anticipated scores in reading and most in math. In over 82% of the categories St. Thomas met or outscored the Diocesan average by as many as 30 percentage points.

In 2003, all grades matched or exceeded their anticipated score by as much as 16 percentage points. We outscored the diocesan averages in 82% of the categories, sometimes by as many as 20 percentage points. If we use 50% as the national average, St. Thomas students scored from 11 to 38 percentage points above this average.

2002 was our first year taking the Terra Nova test. In grades 3 through 7 in the areas of reading and math composite scores, our students met or exceeded their anticipated scores seven out of ten times. In grades one through seven they met or exceeded the diocesan averages nine out of fourteen times, in some cases by as many as thirteen points. Using 50% as a national average, St. Thomas students exceeded that average anywhere from seven to 39 percentage points.

PART IV/2 Using Assessment Results

The entire faculty analyzes each year's test results. First, we focus on areas of concern that run through the entire student population. If concerns are discovered, a school-wide action plan is developed to address the weakness. For example, analysis showed that although our students performed well in problem solving, math computation scores, though above the national average, were a concern across all levels. Daily math problems and timed tests were instituted. Math computation scores increased the following year. Building on this success, we adopted the Everyday Mathematics program in grades K through 6. We are finding that the students are thinking more mathematically.

Another example is in the areas of language arts. Nightly reading is now required in all grade levels because reading is the best way to increase vocabulary and become better readers. Students are asked to record, and parents sign off on, the number of minutes or pages read. Five years ago we began focusing on increasing vocabulary in grades three and higher. We incorporated the Saxon Phonics program four years ago starting in kindergarten. After having the program for two years, our pilot class scored an unprecedented class average of 97% in word analysis on their first-grade Terra Nova. Our goal is to tackle all reading problems before students leave the primary grades.

Second, teachers are given the previous year's test results for their class to help determine which areas of the curriculum or skills have been mastered and which need to be emphasized in the upcoming year.

Third, when analyzing scores in grade three and higher the anticipated scores versus the achieved scores help to pinpoint areas where major achievement/growth could be accomplished with additional effort. These discrepancies could also give insights into possible areas of lack of motivation or learning disabilities in individual students. This year the entire faculty is working on developing their own style of differentiation to better individualize the curriculum for students.

PART IV /3 Communicating Assessment Results

Yearly test results are given to parents in various ways. At the end of May they receive their child's scores including individual profiles, which outline individual areas of strengths and weakness by each test subcategory. Parents can use this information if they or the teacher feel a need for remediation over the summer. In addition to individual student's scores, parents receive class averages for all grade levels compared to diocesan averages so they can see how an average St. Thomas School education compares to an average education in another diocesan school. Starting in grade three, they also receive the anticipated scores based on their child's CSI compared with the scores achieved by their child. A chart, highlighting all the anticipated and achieved class averages for all grades three through seven is provided also. Basically, parents are given much of the same information that our teachers receive. Since the parents are the primary educators of their children, that only seems fair.

These comparison sheets are not only given to school parents but are included in the parish bulletin so the parishioners who support our school can see what their contributions are accomplishing. Test scores are also placed on the website and into packets given to prospective parents who visit the school.

Scores are presented to the Parish Board of Catholic Education annually at the end-of-the-year meeting. All results are explained and all questions are answered fully.

PART IV/4 Sharing Success

St. Thomas School is able to share its success in a variety of ways. Our school technology director was co-founder of a program that eventually became a technology consortium for the Diocese of Covington. The group worked to create a technology curriculum for the Diocese and a website to encourage TIP (Technology Integrated Projects) lesson plans that teachers throughout the Diocese could use. The tech coordinators continue to meet on a regular basis to share pros and cons of technology. They are currently working to create in-service opportunities for the entire Diocese in conjunction with a local university.

St. Thomas has been very pro-active in writing grants to supplement tuition and parish support. To share this, our principal co-developed an in-service for principals on grant writing which was presented at an Association of Elementary School Administrators' meeting. We have also shared our grants and grant ideas with other schools who have asked. Our grant proposals have been published by foundations to give other schools ideas for grants they could write to enhance their schools.

Our principal participates in at least one on-site accreditation visit each year to share what we do. Our teachers have been involved in the writing of Diocesan curriculum in the areas of math, science, and language arts. Our physical education teacher meets regularly with other physical education teachers to share ideas.

Many of the wonderful things that happen at St. Thomas are publicized in local newspapers as well as on local television. This allows an even wider audience to see what we do here at St. Thomas.

Part V – Curriculum and Instruction

Part V/ 1 Curriculum

As a school, we adhere 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 our teachers contributed to the development of these guidelines.

Students in grades K through 8 receive instruction in all the following curricular areas according to their developmental readiness. Please refer to Part V, Questions 2 and 3, for a detailed description of our reading and math curriculums respectively. Our **Language Arts** program stresses spelling, vocabulary, Daily Oral Language, proper grammar, and diagramming sentences in an effort to make students accomplished writers. Our junior high participates in the National Scholastic and Writing Competition, the Anthology of Poetry, and a cross-curricular Social Studies research project. **Social Studies** incorporates social structure of daily life in the younger grades and moves to American history. An emphasis is placed on U.S. and world geography. Kentucky history is stressed in 4th grade and ancient cultures are covered in grade six. In **Science** our students design and carry out experiments in the areas of physical, life, and earth science. Science is hands-on, from creating PowerPoint presentations to performing dissections. Our **Physical Education** program incorporates large and small motor development through exercise, dance, and basic sports skills with a focus on lifetime fitness. Cooperation, teamwork, and good sportsmanship are stressed. St. Thomas received a grant from the Northern Kentucky Health Department to begin health classes in grades 3, 4, 5, and 8. Students will use GeoMats in preparation for a visiting dance artist. Using local businesses to build first aid kits, teach karate, and teach a spinning class makes physical education class fun and exciting for the students.

The Fine Arts of Music and Art, and Spanish class enrich our students in a variety of ways. Research shows a strong correlation between the arts and strong academic scores. **Music** theory is learned early. Playing instruments like the recorder, dulcimer, drums, Orff instruments, 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, drama, and puppetry. In **Art**, students develop their fine motor skills and accelerate their spatial growth. They learn the ability to conceptualize and then produce artwork in various media. Due to our new kiln our 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. Both music and art teachers have been involved with artists-in-residence from the Kentucky Arts Council to help play performances, build dulcimers, and make Appalachian face jugs. St. Thomas is in our 3rd year of Spanish class for all students in grades K through 8. The focus of **Spanish** is on vocabulary which builds into sentences and paragraphs. By combining technology with Spanish the older students have created menus for Spanish restaurants and floor plans for a house and school to reinforce vocabulary. Our first year of Spanish ended with a Cinco de Mayo celebration where students performed Hispanic songs and dances, created Hispanic artwork, and ate Hispanic cuisine.

In the area of **Technology**, St. Thomas battles the need for continual upgrades by setting aside money from each of our parent groups to purchase new software and up to six new computers each year. Older computers are used as Internet computers, classroom computers, or in our two research labs. Each classroom has at least one computer. The teachers are working closely with our Technology coordinator to incorporate classroom studies into the technology curriculum. Students will be proficient in Word, PowerPoint, Excel, and spreadsheets upon graduation.

Religion is taught daily. Students are involved in the preparation of para-liturgies and Liturgies and attend Mass at least once a week. Sacramental preparation is included in the 2nd and 8th grade curriculum.

PART V/2 Reading

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. Our goal in the primary grades is to find and correct problems as soon as possible; prevention is preferable to remediation. 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. The degree of accuracy in students' developmental writing increases greatly during these years. Books in a bag are used so the students can share their reading skills at home. Most second graders are reading chapter books by year's end.

Intermediate students are introduced to novel studies that cross curricular lines. Students studying pioneering read *Sarah Noble* or *Sarah Plain and Tall*, and *Ghost Cadet* and *Shades of Grey* are read when studying the Civil War. Reading and writing fairy tales is also stressed. During these years the students see how their reading ability is a tool in every subject by writing reports and/or doing projects on the computer.

Junior high students learn "how to read" effectively for different tasks. They learn that reading math and science textbooks is different than reading for enjoyment. This is a skill they will use all their lives. However, this is a small part of their literature class. Throughout the year, students can choose from a set of novels, all of which will follow a certain genre or theme. The stories come alive with special preparation, such as learning to tie knots and make ship models before reading sea novels. Non-fiction books from outside libraries expand the students' reading choices.

Many activities and services are offered across all grade levels. Title I services are available, Accelerated Reader is employed, and visiting authors and illustrators get students excited about reading. Every student is required to read or be read to for at least 10 minutes every night. This at-home work gets parents involved in the younger grades and works to instill the love of reading in older students.

PART V/3 Math

St. Thomas School has a math program that continues to grow and push the boundaries. With our new program, Everyday Mathematics, an emphasis is placed on thinking mathematically. Our students in grades K – 6 work with hands-on materials to make math come alive. The manipulatives may be counters to show addition or subtraction, real money to show the differences in denominations, or soda straws to build 3-D figures during a geometry lesson. The spiral curriculum allows children to succeed when they are developmentally ready for the concept. Teachers are comfortable with the spiral curriculum, assured that concepts will be repeated to help in skill retention. The class work and homework done in this program allow students to see how mathematics surrounds us everyday. It is very rare that we hear, "Will we ever use this?"

Starting at the end of grade 5, students are tested and a variety of indicators are used to begin tracking students in math. In junior high, students are allowed to progress at their own rate as much as possible. Same-grade math classes are scheduled concurrently to allow for movement between classes to either move students forward or give a chance for remediation. Using this system, we have increased our percentage of students qualifying for placement out of Algebra in high school. We have had one student place out of two high school math classes and we currently have four students who are working toward that same goal.

Math Counts is offered as an after-school club where students can prepare to participate in regional and state competitions to further their math enjoyment and ability.

PART V/ 4 Instructional Strategies

Reaching students and moving them forward is the goal of every teacher. At St. Thomas, many strategies are used to do just that, depending on the subject area and the students involved. Students are encouraged to move at their own pace. In the core subjects of reading and math, class sizes are low so that, if needed, one-on-one help can be given. Whole group and flexible groups are also used at various times throughout the day and curriculum when warranted.

Keeping all students focused on the task at hand is done by using manipulatives, hands-on experiments, and activities that engage all students, not just a few. In P.E. class, two-to-five students are required to work at one of five stations. Students rotate throughout the period so that no student is left watching instead of doing.

All teachers work on differentiating in the areas of content, teaching strategies, student product, and assessment strategies. Using Gardener's multiple intelligences, teachers work to capitalize on student strengths and to build their area of weakness in a variety of ways. By highlighting textbooks, making up songs, developing cross-curricular projects, creating summary projects, and using technology to produce and share a product, students who may have difficulty learning in a more traditional way are achieving.

St. Thomas works to incorporate the arts throughout the curriculum, which allows students to shine outside the traditional academic model. When dulcimer students transpose music from one key to another, a shy 3rd grader sings in the Variety Show, a student creates a design for a school T-shirt, or 8th graders are dancing on stage, development, learning, and achievement are all happening.

PART V/5 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.

Last summer seven members of the faculty, along with the principal, attended a three-day conference on differentiation. Many resources were purchased at the conference to share and several of the teachers who attended the conference are now our "Differentiation Team." They work with the remaining faculty to help them learn and implement differentiation into their classrooms.

One segment of each monthly faculty meeting is devoted to professional development. Speakers are brought in, but more often than not current teachers at St. Thomas share activities, ideas, and insights that were gained at workshops or graduate classes. Some recent topics included how to structure your classroom to help an ADHD student, how to differentiate textbooks, and most recently how to use a GeoMat in classes other than P.E. In conjunction with our Artist-in-Residence grants from the Kentucky Arts Council, we have had artists describe how the arts can be incorporated in the classroom to help with personal development, skill retention, and discipline.

When setting up the new technology program five years ago, all teachers were required to take a summer class on Word. We also incorporate a Tech Moment into our faculty meetings. This is an opportunity for teachers to learn about a new program or Internet site that may support their curriculum. We feel 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. The Better Teaching monthly newsletter is also provided to all the teachers as a starting off point for professional discussions.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): Diocese of Covington, Kentucky Non-Public School Commission, National Catholic Education Association
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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? (Do not include room, board, or fees.)

\$ _____ K	\$ _____ 1 st	\$ _____ 2 nd	\$ _____ 3 rd	\$ _____ 4 th	\$ _____ 5 th
\$ _____ 6 th	\$ _____ 7 th	\$ _____ 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

4. What is the educational cost per student? \$ 4416.00
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1090.00

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 24 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 96 %

See the attached tuition scale for St. Thomas School. Note: Because our school is subsidized by the parish, there are in-parish and out-of-parish rates. The in-parish tuition rates are discounted from the actual education costs for a student. That tuition reduction, and the 2nd and 3rd child discounts in the tuition rates give almost every student some type of tuition reduction. We also offer Parish Tuition Assistance for those who are in financial need. Some of our students also receive tuition assistance from the Children’s Scholarship Fund.

Saint Thomas School 2005-2006

PRE-SCHOOL COSTS		
REGISTRATION FEE (non-refundable) Payable upon registration	\$40.00	
TUITION Three-year old parishioner Three-year old out-of-parish Four-year old parishioner Four-year old out-of-parish Pre-Kindergarten parishioner Pre-Kindergarten out-of-parish LATE CHARGES FOR TUITION LATE CHARGES FOR EARLY ARRIVALS/LATE PICK-UPS	\$675.000 \$720.00 \$810.00 \$855.00 \$1170.00 \$1215.00 \$ 10.00 \$ 10.00	@75.00 per month @80.00 per month @\$90.00 per month @\$95.00 per month @\$130.00 per month @\$135.00 per month per every 10 days overdue more than 5 minutes differential
PRE-SCHOOL PAYMENTS ARE MADE: Monthly (Sept. 1 through May 1), Semiannually (Sept. 1 and Jan. 1), Annually (Sept. 1)		
KINDERGARTEN and Grades 1 thru 8 New Students		
REGISTRATION FEE (non-refundable) Max per parish family	\$100.00 \$175.00	Payable upon registration Payable upon registration
TUITION Parishioner - Kindergarten half-day Parishioner - Kindergarten all-day Parishioner - One Child Parishioner - Kindergarten half- day and one child Parishioner - Two children, grades Kindergarten all-day thru 8 Parishioner - More than 2 children Kindergarten thru 8	\$1,608.00 \$2,916.00 \$3,276.00 \$4,680.00 \$4,896.00 \$5,304.00	Payable in 12 installments beginning May, 2005 thru April, 2006 Sunday giving= at least \$30 or 5%
TUITION - OUT-OF PARISH Kindergarten half-day Kindergarten all-day One child Two children Three children	\$1,872.00 \$3,120.00 \$4,416.00 \$8,268.00 \$11,100.00	Payable in 2 payments (Sep. 1, 2005 & Jan. 1, 2006) or payable annually on Sept. 1, 2005 It may also be paid monthly, the 10 th of the month. You must contact the office to set-up arrangements.
KINDERGARTEN - BOOK/CONSUMABLE FEE (non-refundable) Non-refundable registration fee of \$100.00 is NOT deductible from this book/consumable fee of \$150.00 .		
GRADES 1 - 8 - BOOK CONSUMABLE FEE (non-refundable)	\$185.00	Per student
GRADES 1-8 \$75.00 registration fee for current students returning to St. Thomas in August 2005 is paid by February 2005. This \$75.00 is non-refundable, but it is deducted from the book bill in the fall. The balance of the book bill is due by September 15, 2005.		

PART VII – ASSESSMENT RESULTS

**ASSESSMENT DATA REFERENCED AGAINST
NATIONAL NORMS – WITHOUT SUBGROUPS**

St. Thomas School

**Terra Nova Test 2nd Edition
CAT Complete Battery 1991
McGraw Hill Publishing Company
Scores are reported as National Percentiles.**

	2000-01	2001-02	2002-03	2003-04	2004-05
Testing Month	March	March	April	April	April
Grade 7					
Reading	82	70	74	74	80
Math	85	77	76	67	80
Number of Students	31	23	35	29	21
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 6					
Reading	73	73	75	74	80
Math	87	71	69	79	73
Number of Students	24	35	30	21	31
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 5					
Reading	69	69	80	83	83
Math	80	57	77	67	84
Number of Students	36	33	19	31	22
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 4					
Reading	75	75	81	83	75
Math	67	75	76	79	74
Number of Students	33	19	29	20	28
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

PART VII – ASSESSMENT RESULTS (continued)
ASSESSMENT DATA REFERENCED AGAINST
NATIONAL NORMS – WITHOUT SUBGROUPS

St. Thomas School

Terra Nova Test 2nd Edition
CAT Complete Battery 1991
McGraw Hill Publishing Company
Scores are reported as National Percentiles.

	2000-01	2001-02	2002-03	2003-04	2004-05
Testing Month	March	March	April	April	April
Grade 3					
Reading	81	81	71	71	74
Math	85	80	74	72	77
Number of Students	19	30	20	27	28
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 2					
Reading	84	89	81	74	87
Math	92	86	73	83	88
Number of Students	33	21	27	29	24
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 1					
Reading	87	73	64	88	79
Math	95	74	82	86	79
Number of Students	20	28	26	21	26
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0