

2006-2007 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 Mrs. Doris Swenson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Holy Spirit School
(As it should appear in the official records)

School Mailing Address 322 Cannons Lane
(If address is P.O. Box, also include street address.)

Louisville KY 40206-3094
City State Zip Code+4 (9 digits total)

County Jefferson State School Code Number* N/A

Telephone (502) 893-7700 Fax (502) 893-8078

Web site/URL www.hspirit.org E-mail dswenson40206@yahoo.com

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* Ms. Leisa Speer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Louisville Tel. (502) 448-8581

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 Mrs. Mary Cecil
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(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

[Include this page in the school's application as page 2.]

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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
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 (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. 2 Number of years the principal has been in her/his position at this school.
 7 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				7	28	26	54
K	27	21	48	8	18	16	34
1	23	24	47	9			
2	16	27	43	10			
3	13	19	32	11			
4	24	18	42	12			
5	24	20	44	Other			
6	19	24	43				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							387

6. Racial/ethnic composition of the school: 97 % White
1 % Black or African American
1 % Hispanic or Latino
1 % Asian/Pacific Islander
 % 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: 3 %

[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	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	353
(5)	Total transferred students in row (3) divided by total students in row (4)	.031
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 1 %
5 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Russian, Spanish, Arabic

9. Students eligible for free/reduced-priced meals: <1 %

Total number students who qualify: 1

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: $\frac{6}{22}$ %
22 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> 8 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 10 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 3 </u> Speech or Language Impairment
<u> 1 </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> </u>
Classroom teachers	<u> 18 </u>	<u> </u>
Special resource teachers/specialists	<u> 6 </u>	<u> 2 </u>
Paraprofessionals	<u> 4 </u>	<u> </u>
Support staff	<u> 2 </u>	<u> </u>
Total number	<u> 30 </u>	<u> 2 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	99 %	97 %	95 %	95 %	96 %
Daily teacher attendance	97 %	97 %	97 %	97 %	97 %
Teacher turnover rate	11 %	24 %	8 %	12 %	8 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %				

PART III - SUMMARY

Holy Spirit School is a K – 8 Catholic school located in Louisville, Kentucky. The school is one of thirty-eight elementary schools in the Archdiocese of Louisville. The church and school are situated in an urban residential area of Louisville known as St. Matthews. This well-established, family oriented neighborhood includes many older, well-kept homes, two Olmsted designed parks within walking distance, and is minutes from downtown. The school was established in 1937 with 91 students. Today, there are 388 students enrolled in school.

In addition to the growth of the school population, the school building has recently been renovated. The renovation included a large addition of new classrooms, dining room, meeting rooms and entrance to the school and church. Existing classrooms have been renovated to include an updated computer lab, television technology, and a heating and air conditioning system.

The mission of Holy Spirit School is to create a Christ-centered community rooted in Catholic tradition by working with parents to empower students in a learning environment that encompasses Catholic formation, academic excellence and personal responsibility. It is believed that all children are born with unique gifts from God and that they have the curiosity to learn. It is also believed that students learn at different rates and they learn when actively involved. Students are encouraged to take risks when trying new tasks. Self-direction and critical thinking is promoted so students will be better prepared to handle the variety of life experiences that will be encountered. The school community of parents, students, faculty, staff and administration work tirelessly to ensure that the environment remains rich in experiences and opportunities.

Parents are visible throughout the school day as reading helpers, mystery readers, cafeteria workers, chaperones, guest speakers, office helpers and resources for specific needs such as CPR and First Aid training. They organize events for the benefit of students and staff. Students follow the examples set by their parents as they initiate community service projects such as recycling, Christmas cards for elderly, Thanksgiving programs for the senior citizens in the parish, and collections for local organizations who serve the poor and homeless.

The students have an opportunity to excel in academics as well as extracurricular activities. Academic teams compete in Quick Recall, Governor's Cup, Book Bee, and Math Counts. After school extracurricular opportunities include sports, choir, chess club, photography, art, and Mad Science.

Holy Spirit School is state certified by the Kentucky Non-Public Schools Commission. The faculty and staff play a major part in the preparation for site visits as well as in reviewing curriculum to determine academic goals for each year. As a part of this review faculty members make adjustments at individual levels for students who are in need of more challenging skills and assessments. Nationally normed testing over the years indicates no deficiencies of skills in grades three through seven. Students consistently achieve high scores on standardized tests.

The overall excitement that can be felt when entering the school building can be felt in all area of the school from the cafeteria to the gym to the hallways. Visitors frequently comment on the happiness they see on students' faces as well as hearing it when they speak. A love for learning is evident among students, parents and school personnel.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

As a private school in Kentucky, Holy Spirit School does not qualify to participate in a state mandated testing program. We follow the guidelines established by the Archdiocese of Louisville for testing which requires us to administer the Terra Nova 2nd Edition standardized test published by CTB McGraw Hill. All schools in the Archdiocese test grades 3, 5, and 7 however we also test grades 4 and 6 in order to develop a comprehensive academic program by using the data to determine areas of concern and needs for improvement. Testing occurs in March with the results delivered in May. This becomes a guiding force in preparation for the upcoming year allowing teachers the opportunity to review the outcomes and to begin planning for the new school year.

Students at Holy Spirit School consistently score within the top 10% nationally compared to other students. This is determined by a comparison of the mean normal curve equivalent (MNCE). This standard of measurement is based on an equal interval scale allowing for a legitimate comparison of different tests. The comparisons of the MNCE for Holy Spirit School as well as the Archdiocese of Louisville demonstrate that Holy Spirit School consistently exceeds the Archdiocesan scores.

Analysis of reading scores for grades 3, 5, and 7 demonstrate that strong progress has been made with the utilization of Reading First Initiatives. Grade three showed a six point gain and fifth grade improved by four points. While the composite score for grade seven did not change, there was improvement in the comprehension section of the reading test. A comparison of scores over the past five years demonstrates that Reading scores have been slightly lower than Math scores. Improvements from this past year are considered to be a result of implementing Reading First components as well as evaluating the materials used and skills stressed in each of the grade levels. Math scores have continued to increase showing a significant change from the previous year, gaining three points in third grade, six points in fifth grade, and three points in seventh grade.

An evaluation of anticipated and obtained scores is also conducted. The mean difference between these is recorded as either a positive or negative number. Students are divided into three levels (scores of below 86, scores of 86-114, and scores of 115 and above) based on individual Cognitive Skills Index scores. Evidence shows us that our students who score 114 or below always obtain greater scores than what is anticipated. Students who score 115 or above tend to meet the anticipated score or fall short by no more than three points. In order to improve scores for all students professional development has been instituted to address differentiated instruction. This will allow teachers to incorporate strategies to address the needs of all learners.

Additionally a review of the Objectives Performance Index (OPI) allows the teaching staff to address skills that appear to be weak. An analysis of this for Holy Spirit School indicates that the OPI far surpasses national averages.

Standardized testing is only one component of the assessment program at Holy Spirit School. Consideration and review of day-to-day performance is critical to the regular adjustments made to ensure individual progress in all subject areas.

2. Using Assessment Results

Conducting an annual review of the Terra Nova results serves as a critical key to the development of the curriculum at Holy Spirit School. Since testing occurs in grades three through seven, progress is monitored on an individual basis, a grade basis, and a school-wide basis.

Testing results are first given to the classroom teachers for their specific grade. The evaluation at this level includes looking at those students who did not meet anticipated scores as well as individual progress from year to year. Next, teachers within grade levels study the Objectives Performance Index to determine if any patterns emerge regarding specific skill concerns within each subject area. Analysis of individual Cognitive Skills Index scores are also reviewed to determine if students are obtaining anticipated scores, and if not, in which area are they falling short. Finally a review of the Mean Normal Curve Equivalent (MNCE) provides the staff with a look at the school's progress from one year to the next.

Once the data has been reviewed, grade levels work to determine the Instructional Improvement Plan appropriate for their level. This plan focuses not only on the area to be addressed but also includes specific action steps for accomplishing the goals. This process has led to creating current instructional goals to address computation as well as vocabulary development. Specific actions steps include incorporating differentiated instruction techniques, small group instruction, math facts drills, and use of parent volunteers. Day-to-day assessments are also considered when evaluating success of the action steps. The teaching staff reviews daily performance to make adjustments to the overall plan. These daily assessments, both formative and summative, pave the way for determining effective teaching practices. The teaching staff remains dedicated to evaluating the data gathered from all assessments in order to create units and lessons that will actively engage all learners.

3. Communicating Assessment Results

Holy Spirit School invites families to make a commitment to the education of the students. Working together, parents and teachers more accurately determine the level of skills needed for each child in order to make differentiated instruction effective. Communication is crucial to the success of the students. The first activity of the year is a Parent Orientation night. This event provides the opportunity for parents and teachers to form a partnership by providing information pertaining to goals for the year, assessment practices, classroom expectations, reporting procedures, curriculum goals, and communication methods. An additional night is scheduled for parents to understand how to interpret their child's standardized test results.

Student work is sent home each week. Twice a year Parent-Teacher-Student conferences are conducted. These are student driven by presenting current grades, work sampled and goals for improvement. These goals are then reviewed at the end of each grading period.

Standardized test scores are mailed home with progress reports at the end of the year. An evening is then planned in the fall to help parents understand how to interpret their child's scores.

"A State of the School" message is included in the final mailing of the year. This report shows a comparison of the MNCE scores for Holy Spirit School in comparison to the MNCE scores for the Archdiocese of Louisville. This information remains available to individuals who are considering school enrollment.

Additional assessment data is published for the school and parish communities through various newsletters. Such data includes High School Placement scores, Governor's Cup competitions, Duke TIP results, and other academic competition results. Recently a report was given that announced that 45% of the current seventh grade class scored a 95% or higher on one or more parts of the Terra Nova qualifying them for the Duke TIP program.

4. **Sharing Success**

Holy Spirit School is an integral part of the Archdiocese of Louisville. The school has provided several staff members to serve on the Archdiocese's curriculum writing committees as well as textbook adoption committees. Within the Archdiocese there are subject area focus groups that meet monthly. Teachers from the Holy Spirit School staff have been instrumental in arranging such groups for science and social studies. As a result they have recruited individuals from other Archdiocesan schools to attend as well as providing a list of resources for those who are unable to participate. Teachers of other subject areas participate in the focus groups applicable for their area.

In the 2005-2006 school year five teachers were awarded Aegon grants for innovative projects in the classroom ranging from the use of current events to literacy centers to math manipulatives. Winners set up displays of the project for other educators to view and ask questions.

Within our region of Archdiocesan schools, we are in frequent contact with other teachers to discuss academics, technology and curriculum improvements. Often times, members of the Holy Spirit School staff serve as presenters for local professional development opportunities. The administration has presented for the Ohio Catholic Education Association to discuss long range planning and the impact of connecting with parents and students. Staff members are also available for peer observations by teachers from other schools.

Sharing success is not limited to outside of the school building. Staff meetings are also designed so that staff can share with one another techniques and strategies that are proving to be effective. Not only does this generate new ideas but it also affirms progress.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The foundation of Holy Spirit School’s curriculum is based on the Archdiocese of Louisville’s Curriculum Framework. The established framework is aligned with state and national standards and with the Learner Goals and Academic Expectations established by Kentucky’s Department of Education.

Religion: Religion instruction is based on the Catholic doctrine and traditions. Students participate in daily prayer, weekly liturgy, and stewardship activities as well as sacramental preparation.

Language Arts (Reading, Writing, Grammar, Spelling, Vocabulary): The Language Arts program is a comprehensive program that incorporates all areas of reading, writing, grammar, spelling and vocabulary. Grades K – 5 have adopted strategies from Reading First. Novels, book reports, research projects, literature circles and speaking activities enrich instruction in grades 4 – 8. Grammar texts support instruction in writing mechanics, spelling, writing forms, genres studies and the writing process.

Mathematics: Houghton Mifflin and Glencoe texts support the Math curriculum in grades K – 8. Math instruction includes the use of manipulatives, drill work, calculator work, model building, data collection, computer projects, and connections to real-life applications. Almost half of the eighth grade class takes an Honors Algebra I course resulting in high school credit achieved.

Science: Science teachers use an exploratory, hands-on approach to teach the curriculum. Recent improvements have been made to the science lab including microscopes, slides, models and kits. General Science is taught in grades K – 5. The middle school operates on a cycle with grade 6 focusing on Earth Science, grade 7 on Life Science, and grade 8 on Physical Science.

Social Studies: The Social Studies curriculum and instruction incorporates map skills, geography, history, current events, real-life connections, simulations, economics, guest speakers, field trip, and role-playing. Grades K – 5 study people and places, grade 6 studies World Geography, grade 7 studies Ancient History and grade 8 studies United States History. The eighth grade curriculum concludes with a four day trip to Philadelphia and Gettysburg.

Library/Media/Technology: The department ensures that students possess the skills necessary to use the resources available for research and writing assignments. The Library curriculum includes teaching students how to find the resources as well as learning MLA to cite sources. Students in grades K – 6 receive specific class time while students in grades 7 and 8 utilize the facility to complete assignments within other subject areas. Technology instruction begins in kindergarten. Students learn basic keyboarding in the early grades. By the time students reach 3rd and 4th grades they are capable of producing power point presentations and are beginning to use the Internet for research. Students who receive instruction in 7th and 8th grades also begin learning to design web pages.

Spanish: Students begin Spanish instruction in kindergarten. Grades K – 5 attend Spanish class one day each week for the year. Sixth grade students receive instruction two days per week while grades seven and eight attend class three days per week throughout the year. Early instruction includes basic vocabulary, songs, and basic conversation. By the time students complete the eighth grade fluency in speaking and translating are expected.

Fine Arts: Students in Music and Art experience an appreciation for artists in their appropriate areas along with learning particulars about each area. Music students learn notation, theory, and Orff Schulwerk instrumentation. Art students produce clay sculptures, paintings, drawings and stitchery.

Physical Education: The curriculum stresses healthy living based on fitness, health and nutrition. Instruction includes cardiovascular activities while incorporating cooperative principles.

Guidance Program: The counselor provides regular assistance with mental health issues including personal and social needs. Individual and group sessions are methods used to provide assistance to parents, students and staff.

2. Reading

Reading is viewed as the key to success in all subject areas. We strive to present an integrated approach to teaching reading concepts and skills to enhance reading and writing development. Students participate in a fully integrated reading/language arts program. Spelling, grammar usage, mechanics, listening, speaking, comprehension, phonemic awareness, decoding, and writing are all highlighted in this program.

Teachers of grades K – 5 have received training in the Reading First Initiative. There is a focus on creating literacy centers to complement the skills being taught. It also places emphasis on small group instruction with the groups changing as the needs of the students change based on skill mastery. The textbook series, Harcourt's *Trophies*, introduces students to a wide variety of quality literature and real world materials – magazine articles, recipes, visual diagrams – that expand their knowledge of literacy based on the world in which they live. Systematic instruction in phonemic awareness and phonics that is meaningful and integrated with other word identification skills provides effective word recognition strategies. Writing assignments follow the themes introduced for reading comprehension. Volunteers are also vital to the reading instruction of students in grades K through three. By providing a one-on-one situation for young readers, students have the opportunity to practice their skills more often with immediate intervention and assistance.

Students in grades four through eight incorporate the use of a textbook – *Invitations to Literacy* for grades four and five and *Literature* for grades six through eight. All of the classes heavily incorporate the use of novels to practice the skills that are included in the textbook. Beyond the basic skills, students also study themes and writing styles, often using the information to create their own works by comparing and contrasting styles and authors.

Supplemental to the reading curriculum is the Accelerated Reader Program. A list of grade level books and a goal is given to each student in grades K through eight. As students complete a book, they are tested on comprehension. A computerized record is kept of each book tested and is given to parents.

3. Additional Curriculum Area: Science

Over the past five years, Holy Spirit School has benefited from an increased awareness of science methodologies. This can be attributed to several factors including the creation of a science lab for all students, kindergarten through grade eight. It is also a result of a diligent review of textbooks prior to adoption. Currently, grades six through eight use Glencoe-McGraw Hill's series for earth (sixth grade), life (seventh grade) and physical (eighth grade) sciences while students in grades kindergarten through five use McGraw Hill's *Science* series. Students are encouraged to use the on-line resources available for each grade level. Support materials include quizzes, notes and activities to help reinforce the concepts being covered.

Beginning at a very early age, students are exposed to a wide variety of experiences that make science come alive. This includes such activities as creating slime, observing dry ice, receiving visits from nocturnal animals, dissecting owl pellets, and much more. By the time students reach the junior high level, they are able to study the effects of force, identify different rocks, balance equations, and more.

This past school year Holy Spirit School was awarded a \$6,000 grant to increase the amount of science resources available to teachers. This allowed the school to purchase new slides for viewing animal specimens as well as enough microscopes for each table group within the lab. Models of flowers and parts of the human body were also purchased as well as basic equipment such as scales, balances, dissecting kits, and simple machine kits.

4. **Instructional Methods**

Students at Holy Spirit School are exposed to a variety of teaching practices that address a variety of learning styles. In this way instruction takes place in numerous ways to meet the needs of all students. It is stressed that not every student learns in the same way and at the same pace. These differences become a guide for developing lessons and delivering instruction.

Pre-assessments are encouraged as a way to determine mastery of skills and to then guide the instruction that is to follow. Units of study are designed to incorporate active participation for all students. A visit to the school would demonstrate the use of individual assistance as well as large and small group instruction. The strategies used routinely include guest speakers, lab experiments, literature circles, projects, cooperative learning, research, student presentations, journal writing, and role-playing.

Teachers utilize the technology available to them. Each classroom, including special areas, has a Smart Board connected to a computer. These tools allow students to remain focused and individually engaged in the learning. Classroom response systems for each grade level are placed in the classrooms along with a student desktop for each class.

The teaching staff is made aware of students who have been identified with learning differences. With the assistance of the school's Resource Teacher, classrooms teachers identify strategies and accommodations that will best meet the needs of these students. Meetings are held frequently to monitor the progress of the students.

Teacher assistants are in the classroom for grades K – 2. The assistants work as a team with the homeroom teacher to provide direct instruction and to assist with remediation and modifications. Parent volunteers also assist teachers in the primary grades with reading and math. These individuals work one-on-one with students to review math facts, go over spelling words, listen to readers and assist with make-up work.

5. **Professional Development**

Professional development is considered to be a vital component to the success of our students. A constant review of needs based on test scores and day-to-day assessments provides the school with the basis in planning professional development for the school year. This includes attending conferences, workshops, and local in-services as well as collaborating with partner teachers and subject area teachers to improve instruction. Staff members are required to attend a minimum of twelve hours of professional development each school year. Holy Spirit School also utilizes the Archdiocese to secure funding for national conferences.

The past two years, professional development has focused on the writing process. As student work improves, our assumption is that the lesson design, interactive methods and curriculum mapping work have led to a greater degree of success by students.

Our focus has now turned to integrating the use of technology for instructional purposes and to providing for differentiated instruction. This past summer teaching staff attended a 30-hour Intel computer training course. The instruction allowed staff to learn how to use programs in the classroom as well as ways to assist students in using the equipment. Each teacher has also included a professional technology goal for the year that will be reviewed at the end of the school year.

Differentiated instruction is constantly reviewed. Strategies as to how to develop lessons based on individual needs and pre-assessments are discussed. Before the school year began the staff viewed ASCD's **At Work in the Differentiated Classroom**. This provides the source for continued conversation and idea sharing among staff at monthly meetings as well as within levels.

Professional development is considered to be on-going. Faculty and staff are always encouraged to seek opportunities that will enhance the instruction in the classroom and support individual growth plans.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): Archdiocese of Louisville, Kentucky Non-Public Schools 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 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____ \$ _____ \$ _____ \$ _____ \$ _____ \$ _____
K 1st 2nd 3rd 4th 5th

\$ _____ \$ _____ \$ _____ \$ _____ \$ _____ \$ _____
6th 7th 8th 9th 10th 11th

\$ _____ \$ _____
12th Other

***SEE NOTE**

4. What is the educational cost per student? \$ 4,083
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 0

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 0%

NOTE: Holy Spirit School operates on a full stewardship basis, where family members are committed to a substantial annual tithing to the parish community. Parish families who fulfill their commitment are not assessed a specific tuition amount. Non-parish families are assessed tuition of \$5,050 per child for grades 1 – 8 as well as full-time kindergarten. Half-day kindergarten families who are not parishioners are assessed \$2,525.

PART VII - ASSESSMENT RESULTS

Holy Spirit School REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 3 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCE Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	66	60	64
Number of students tested	40	41	42
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE			
NATIONAL STANDARD DEVIATION			

Holy Spirit School
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 3 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCE Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	70	64	65
Number of students tested	40	41	42
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE			
NATIONAL STANDARD DEVIATION			

**FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 4 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCE Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	64	65	66
Number of students tested	39	40	51
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE			
NATIONAL STANDARD DEVIATION			

Holy Spirit School
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 4 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCE Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	65	63	63
Number of students tested	39	40	51
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE			
NATIONAL STANDARD DEVIATION			

Holy Spirit School
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 5 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCE Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	71	66	69
Number of students tested	37	47	37
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE			
NATIONAL STANDARD DEVIATION			

Holy Spirit School
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 5 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCE Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	65	63	68
Number of students tested	37	47	37
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE			
NATIONAL STANDARD DEVIATION			

Holy Spirit School
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 6 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCE Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	69	68	70
Number of students tested	44	27	38
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE			
NATIONAL STANDARD DEVIATION			

Holy Spirit School
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 6 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCE Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	65	66	65
Number of students tested	44	27	38
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE			
NATIONAL STANDARD DEVIATION			

Holy Spirit School
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 7 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCE Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	69	69	67
Number of students tested	28	42	49
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE			
NATIONAL STANDARD DEVIATION			

Holy Spirit School
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 7 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCE Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	72	69	69
Number of students tested	28	42	49
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE			
NATIONAL STANDARD DEVIATION			