

**SCHOOL
IMPROVEMENT
PLAN**

April 2011



Table of Contents

Overview of St. Dominic School	1-4
Mission & Vision Statements	4
Brief Explanation of Planning Process	5-6
SIP Committee Members	6
Standards 1-8: Narrative & Focus Questions	7-26
Survey Analysis	27-37
Enrollment Chart Analysis	38-43
SWOT Analysis	44-46
Goals, Objectives & Action Steps	47-50
School Profile	51-67

OVERVIEW

- St. Dominic School was established in 1929 and is the only Catholic school in Washington County. The school principal since 2002 is Pam Breunig.
- The school is the single largest ministry of St. Dominic Parish, which has a membership of 490 families. Father Pepper Elliott has been the pastor of St. Dominic since 2003. This year's annual subsidy to the school through stewardship is \$472,500. This financial support includes the stewardship tithed by the 105 parish families with students enrolled in the school along with an additional amount of financial assistance from the entire parish membership.
- St. Dominic School is primarily a stewardship school, although parish school families are charged a partial tuition or "instructional fee" of \$600 per child. Parishioners in good standing for at least two years may pay the majority of a child's education at St. Dominic School through their tithing. Recommended levels of giving are established for parish school families in accordance with the number of children in each family and in consideration of the annual cost to educate one child (around \$4000).
- There are five school families with parish ties to St. Rose and Holy Trinity churches in Washington County and to St. Augustine in Marion County. The five families from neighboring Catholic parishes, along with 20 non-Catholic families, comprise the total number of tuition families (28 students) served by the school. The current tuition rates of \$4000 for one child, \$6000 for two children and \$8000 for three children were established in July 2010.
- Effective July 2011, pledged stewardship must be paid through automatic withdrawal. Electronic payment of tuition and instructional fees will be available as an option.
- Enrollment has remained near 200 students for the past decade. The school had a peak enrollment period in the 1990s (230 students in 1990); the average enrollment from 2000-2010 was 196. The school currently serves 213 students in preschool through 8th grade and is projecting a total enrollment of 188 students for the 2011-12 school year.
- St. Dominic School has had a kindergarten program since 2007 and started a Pre-K program for three- and four-year-olds in August 2010.
- The school facility has undergone several renovations and additions in its 82-year history. An addition in 1964 created four more classrooms, a cafeteria, office and work space and a teachers' lounge. A small library was added in 1984. Renovations in 2001 allowed for more office space and a conference/storage area. The 7th grade homeroom was fitted with Science tables and cabinetry in 2005. The most recent addition was completed in 2010: a library media center and offices as well as the Parish Community Center which features a kitchen, the school's first gymnasium and future stage area.
- The school has an endowment (currently at just over \$231,000) named in honor of former St. Dominic pastor, the late Rev. James T Blandford. The Blandford Endowment has been in place since 2005.
- After a three-year hiatus due to the parish capital campaign and the Archdiocese's Building the Future of Hope campaign the school's annual fund, which historically generates over \$50,000 a year, was reinstated in January 2011. To date, the collections have totalled \$35,000.

- St. Dominic School enjoys a good working relationship with the Washington County public school system, including the use of the county's school buses and a general practice of following the public school's calendar and its announcements of closings and cancellations due to inclement weather. The Washington County Marching Band program provides Band class to students from St. Dominic in grades 6-8 each day; transportation is provided by St. Dominic School parents. The St. Dominic school board has three members whose children are enrolled at St. Dominic but who have ties to area public schools. Two are administrators from Washington and Nelson County schools; one sits on the board of Washington County Schools. Thirteen percent of our student body is comprised of students whose parents are employed by Washington Co. Schools. Finally, the vast majority of St. Dominic's graduates go on to attend Washington County High School; in the past five years, only 12 of the school's 124 graduates have enrolled elsewhere. Our students go on to achieve academic success at Washington Co. High School as well. Since 2005, for example, four of six valedictorians were St. Dominic graduates; two of the three National Merit Semifinalists/Finalists from Washington County H.S. were from St. Dominic, as were 50% of the Governor's Scholars participants and Junior Miss winners since 2005.
- For the past few years, there has been little change in the makeup of the faculty and staff, which provides stability, creates a family-like atmosphere, and results in a shared set of goals and expectations. With the exception of two specials teachers, all of our teachers are certified, and all of them have a minimum of rank II. The certified instructors have, on average, 20 years of teaching experience. Three faculty members have taught for their entire careers at St. Dominic School; five teachers and the principal have prior teaching experience in public schools. With the exception of two part-time instructors, all full-time teachers and the principal are Catholic.
- St. Dominic School provides a traditional elementary school curriculum of Language Arts, Mathematics, Science and Social Studies as well as Religion, Music/Drama, Health/PE and Technology. Budget cuts in 2008 resulted in the loss of the school's Art teacher; consequently, Art instruction is provided by homeroom teachers. Beginning in 2010-11, all 8th grade students are taught Algebra and all 7th grade students are taught Pre-Algebra in accordance with Archdiocesan requirements. The primary focus of study in Kindergarten through 2nd grade is literacy; to that end, part of the 90-minute Language Arts block includes Early Literacy and Guided Reading, and students take the GRADE Literacy assessment three times each year. Religion is taught Monday through Thursday, and students go to Mass on Friday mornings, Holy Days, and for special programs during Advent and Lent. Technology and Music classes are offered to K-8 students once a week, while Health & P.E. is provided twice weekly. On days when Health/PE are not provided, students and their homeroom teacher have a 15-minute recess period. Following students' 20-minute lunch period, 15 minutes of homeroom study time are provided for students to read, study math facts or course notes, complete class assignments and take Accelerated Reader and Accelerated Math tests. This study time is monitored by the Principal and three other staff members to allow teachers to have their 30-minute lunch period.
- All students in grades 4-8 participate in a variety of extracurricular activities made possible through a wide variety of programs and resources.
 - A variety of 4-H programs are offered during the school year. The primary 4-H activity that is required for grades four and five is the forestry/leaf collection and identification project. This past year, the Kentucky State Fair grand champion in this area was a St. Dominic student. St. Dominic students perform very well each year in this event as well as in the 4-H Talk Meet, which

- (like the leaf project) is a required activity for grades 4-8, held in the Spring each year. Students in 5th grade participate in the 4-H Safety Day program in May.
- Conservation programs are offered four to five times throughout the school year for grades five through eight through the Kentucky Department of Fish and Wildlife.
 - Students in grades four through eight compete in classroom and school contests for the opportunity to compete in the Archdiocese of Louisville Spelling Bee each year.
 - We are proud of our school's involvement in the Archdiocese Book Bee each year. As in previous years, our Book Bee teams enjoyed a great deal of success in the 2011 competition, earning 2nd place honors in the 4th grade and Junior High divisions and 1st place in the 6th grade division.
 - Students in grades 6 through 8 are eligible to participate in the award-winning marching band program of Washington County Schools. This year, one of our 7th grade Band students earned All-District honors at the KMEA Band competition.
 - The Washington County Heartland Youth Coalition is a community partner providing several opportunities for St. Dominic youth to participate in county-wide events for students of all ages. This year, St. Dominic served as host for two of its functions: BLAST (Better Lives and Safer Towns) for 4th and 5th graders and Reality Store for 8th graders. In addition, 12 of our students were given the opportunity to attend the Camp Kentahten Leadership program for 6th through 8th graders this year.
 - Teen Night is a program for St. Dominic's 7th and 8th graders that is sponsored and organized by a committee of their parents to provide opportunities for fellowship in a Christian social environment. Structured weekend activities take place nearly every month, including cookouts and dances, Christmas caroling, bowling and ice skating and attending the Big Blue Bash at Bethlehem H.S.
 - The St. Dominic Athletic Committee's parent volunteers organize, coordinate, and do the fundraising for the developmental and competitive sports opportunities for students in grades four through eight. Our students compete against other teams comprising the Mid-Kentucky Athletic Conference in basketball, baseball, volleyball and football. Grades 4-6 participate in the Nelson County youth developmental basketball league; our 4th grade team earned first place in their division this year. The current athletic programs available to St. Dominic Students includes Baseball (grades 7-8); Boys' and Girls' Basketball (gr. 4-8); Cheerleading (gr. 6-8); Football (gr. 6-8) and Volleyball (gr. 4-8). Because baseball and football programs are not offered at St. Augustine School in Lebanon, St. Dominic also enjoys participation by St. Augustine student athletes on these teams.
 - In an effort to educate students about stewardship and teach students leadership skills, St. Dominic students demonstrate that they are good stewards and leaders in a variety of ways, including:
 - The school's Youth Stewardship Program requires students in grades six through eight to complete service hours in a variety of ways throughout the school, parish and community.
 - Throughout the parish's Building the Future of Hope capital campaign, students raised money through monthly dress down days (Spirit Day and Penny Day) to purchase the ambo for the church altar, one of the basketball goals for the gym, and computers for the new library media center.

- The building of the new Parish Community Center caused the school's playground to be dismantled, so the 8th grade students created the "Pennies for Fun" campaign to raise money throughout the 2010-11 school year to re-construct the playground. The campaign raises money, as during the parish capital campaign, through monthly Penny Day and Spirit Day dress down opportunities.
- Students participate each year in the county-wide recycling program for schools. Last year's 8th grade class won the competition. This year's 8th grade class is continuing to demonstrate leadership in school and county-wide recycling efforts. In addition to competing in the county-wide recycling program, they are seen by the younger students in the cafeteria and throughout the school each day, gathering both recycling materials and other trash from the lunch room, offices and classrooms.
- Recent school climate surveys indicate that the vast majority of parents and students value the educational program and environment at St. Dominic, and they demonstrate active support of its academic and extracurricular programs. Parents tend to place a high value on discipline, Religion, family-like atmosphere and quality of instruction that their children enjoy at St. Dominic; student perceptions are similar. Most like the small classes, the safe, close-knit environment and the support provided by their teachers. Budget limitations have caused concern about the lack of up-to-date technology in the classrooms (new computers and SmartBoards) compared with the county's public schools. That concern brought about a parent-led campaign in July 2010 to purchase 30 new computers for the new library media center; in addition, one goal of the 2011 Annual Fun was to raise money to purchase SmartBoards for a number of classrooms.

MISSION STATEMENT

- The mission of St. Dominic School is to provide an educational program which promotes academic excellence while emphasizing the teaching of the Catholic faith in a safe, nurturing environment, that our students may become whole persons for the glory of God.

VISION STATEMENT

- Learning for Life...Faith for Living

SCHOOL IMPROVEMENT PLANNING PROCESS

- May 2010
St. Dominic School faculty members met at the end of the school year to set goals for the coming school year. These goals led to the formation of three primary goals comprising the Instructional Improvement Plan.
- June 2010
St. Dominic School Board held two parent meetings to address budget concerns related to stewardship, technology and the school’s instructional program. These meetings led to the formation of a budget committee comprised of five parents who, along with the school board president and principal, would revise the current stewardship program, develop a three-year budget plan and set rates for instructional fees and tuition. In addition the committee re-established and coordinated the annual fund, which set as one of its goals the acquisition of new technology for the school.
- August 2010
St. Dominic School faculty members met at the beginning of the school year to review their instructional goals. They also met to review the school’s mission and vision statements and agreed to involve students in the revision process. Members of the St. Dominic School Board attended the Archdiocesan School Board Workshop and met in a working lunch afterward to outline the major board and school planning goals for the year: Finance, Enrollment/Advancement, Technology and maintaining Catholic Identity.
- September 2010
The St. Dominic School Board members took leadership roles for each of the eight standards in the school improvement/accreditation process:

Catholic Identity	Curtis Hamilton
Commitment to Continuous Improvement	Brandon Riley
Documenting & Using Results	Tina Sagrecy
Governance & Leadership	John Graves
Resources & Support Systems	Tina Borders
Stakeholder Communications & Relationships	Gene Boone
Teaching & Learning	Melissa Taylor
Vision & Purpose	St. Dominic Faculty

Mission and vision statements were reviewed by the faculty and staff as well as school board members. The process, requirements and timeline for completing the SIP were laid out for all board members. Each board member was to work with the principal, school board president and faculty members to complete his/her assigned work on one of the eight standards.

- October 2010
St. Dominic faculty members met with the board to revise the mission and vision statements. Both the mission and vision statements were finalized and approved at the October 28 school board meeting.
- December 2010-March 2011
St. Dominic School Board members met from 6:00 to 7:30 PM prior to the start of monthly school board meetings. These “work sessions” were designed to gather data, discuss the eight accreditation standards, finalize documents (Instructional Improvement Plan and Technology Plan), coordinate activities with the Budget Committee (Annual Fund, stewardship program, budget), analyze the various charts, complete the SWOT analysis and discuss responses to the focus questions. Faculty members assisted in the school

improvement planning process by providing evidence for various components and reviewing and revising the Technology Plan and Instructional Improvement Plan.

- February 2011
Revisions of both the Technology Plan and Instructional Improvement Plan were completed.
- March 2011
The principal met with Terry Crawley to review the school's progress and plan for the site visit scheduled for April 28-29, 2011.
- April 2011
SIP was completed and sent to the QAC members. Binders of evidence for each of the eight standards were completed.

SITE VISIT: April 28-29, 2011

SCHOOL IMPROVEMENT PLANNING TEAM

- **Fr. Pepper Elliott, Pastor**
- **Pam Breunig, Principal**
- **St. Dominic School Board Members**

John Graves, President	Curtis Hamilton
Gene Boone, Vice President	Brandon Riley
Melissa Taylor, Secretary	Tina Sagrecy
Tina Borders	
- **St. Dominic School Faculty**

Amanda Carney	Preschool
Andrea Hooper	Kindergarten
Lori Graves	First Grade
Jane Spaulding	Second Grade
Dodie Polin	Third Grade
Bernadette Porter	Fourth Grade
Margaret Chelf	Lang. Arts & Social Studies (5); SNC
JoAnn Ellery	Religion (6-8), Math (5-8), Math Resource Teacher
Karen Spalding	Science (5-8), Lang. Arts (7)
Inez Grider	Technology (K-8), Math (7-8)
Janice Carey	Social Studies (6-8), Grammar & Mechanics (8)
Rachel Fenwick	Health & P.E. (K-8)
Jan Fattizzi	Music
Maura Walker	Reading Specialist
Delisa Mattingly	Custodian
Connie Smith	Office Manager
- **St. Dominic School Budget Committee**

Brandon Wilson, Chairman
Lee Hood, Denise Osbourne, Tara Osbourne & Wendy Mattingly

STANDARD 1: Vision & Purpose

Narrative Summary

- The Quality School Indicators for **Standard 1** reflect a predominantly **OPERATIONAL** status for St. Dominic School in terms of the school's work toward
 - 1.1 Establishing a vision
 - 1.2 Communicating the vision and purpose
 - 1.3 Identifying goals to advance the vision
 - 1.5 Ensuring that the vision and purpose guide the teaching and learning process
 - 1.6 Reviewing its vision and purpose systematically and revising when appropriate

The school's vision statement, "Learning for Life...Faith for Living," has been incorporated into the school's logo and is visible in a variety of places, from the school's website and handbook covers to t-shirts and school uniform shirts. The mission statement is visible in the hallways and in every classroom. The mission and vision reflect the school's teaching and learning efforts, particularly in providing students with a firm foundation in the Catholic faith as well as skills that enable students to become successful students in high school and college and successful members of society.

- St. Dominic School reflects an **EMERGING** status for **Standard 1** in terms of its work toward
 - 1.4 Developing and continuously maintaining a profile of the school, its students, and the community

The school developed an initial Enrollment Management Plan in 2007-08. Time and personnel resources have kept the plan in its initial state. The major update in "branding" occurred with a change in the school's logo (Cross with school initials and "Learning for Life...Faith for Living") in 2009. The motto became the school's vision statement in 2010. The process of gathering and recording data for school demographics, enrollment, and student recruitment has not been consistent with the Archdiocese's established processes. A database system including parents, parishioners, alumni and faculty members was revised in December 2010 in advance of the launch of the school's Annual Fund. This database continues to be updated as the Annual Fund continues. Records of inquiries and lists of prospective and/or pre-enrolled students are kept in the school office, but they are not placed on the school's enrollment management database. The school does communicate with the Archdiocese to provide information on attendance at open houses and other events upon request; again, the only step that is missing is to update the database with the information. There is no case statement that is updated annually. There is communication each year with area Catholic churches to invite members to the school's Open House; school board members and other parents have spoken at Mass at area Catholic churches to invite parents to tour the school; brochures and PSAS forms are sent to the parishes annually, and information is sent throughout the year to parishes for publication in their bulletins regarding registration, Open House, and financial assistance. There are plans in accordance with SIP goals to develop an Advancement office staffed by parent volunteers that will take on, among other tasks, the maintenance of the enrollment management database for the school.

Focus Questions

- ***What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?***

The vision statement is communicated to stakeholders in a wide variety of ways. It is printed in all of the school's handbooks. It is incorporated into the school's logo. It was established because it accurately reflects what the school community sees as its primary benefit over the "competition" (public schools):

- (1) LEARNING for LIFE--teaching the necessary skills (such as self-discipline, perseverance, time management, following rules, manners, etc.) and providing a variety of learning experiences in a family-like environment that will benefit students for the rest of their lives
- (2) FAITH for LIVING--providing a firm foundation in the Catholic faith that will help to sustain them through the journey of life

The current goals of the Instructional Improvement Plan and School Improvement Plan demonstrate commitment to maintaining the vision of the school, primarily in their attention to Catholic Identity and teaching leadership skills while focusing on providing quality instruction in the core curriculum.

- ***What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students and their performance?***

In the last few years, first through the efforts of a school board member and more recently by the principal, the school is developing a profile of student performance after graduation by gathering data on graduate performance from the guidance counselor at WCHS. Among the SIP goals is a plan to more fully develop and routinely maintain this graduate profile. Information on the school, its student body and student performance will be more accurately and routinely maintained now that the SIP will be more thoroughly reviewed and revised on an annual basis and QAC visits will be an annual occurrence.

- ***How does the leadership ensure that the school's vision, purpose and goals guide the teaching and learning process?***

In addition to providing the visual reminders throughout the school and in all school publications, the principal's involvement of faculty, staff and students in the review and revision of the school's vision, purpose and goals helps to keep them at the forefront of the teaching and learning process. Annual goal-setting with teachers, reviewing and discussing lesson plans, having teachers reflect on their progress toward teaching and learning goals on monthly reflection sheets--all of these help to guide the educational process in light of the school's vision and purpose.

- ***What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?***

The school board, faculty, staff and administration met as part of the school's self-study to review and revise the vision and mission statements of the school. This process will become more formalized and performed annually now that the QAC site visits will be a yearly occurrence. The new process will keep SIP plans and goals current and highly visible.

STANDARD 2: Governance & Leadership

Narrative Summary

- The Quality School Indicators for **Standard 2** reflect an **OPERATIONAL** understanding of the policies and procedures that promote student performance and school effectiveness in all 10 areas:

The school board worked with the faculty to revise the school's statements of philosophy and mission; of particular importance to all members was the careful wording of the mission statement to include a focus on the teaching and modeling of the Catholic faith.

The school board president, the school principal and new school board members routinely attend the annual school board orientation workshop provided by the Archdiocese in August each year. In recent years, the school board has invited the Superintendent to speak to board members as well; the last meeting with Superintendent Leisa Schulz took place in 2009. Following the August school board workshop in August 2010, the school board met in regular session to review its handbook and by-laws to assure that the board's current practices and procedures were appropriately reflected in the board handbook and the by-laws therein. The school board also formed committees in 2010 to better coordinate the board's efforts toward meeting its instructional, facilities and financial goals.

The school board minutes are read and entered into the school board records; however, they are not routinely published. The board will look at more prudent and beneficial means of publishing school board minutes, including the addition of a school board page on the school's new website that will include dates and times of meetings, school board members' contact information and publication of pending policy statements as well as minutes of school board meetings.

The board maintains a good relationship with the school and parish administration, adhering firmly to the "30,000-foot" approach in relation to school policies, instruction, supervision and discipline policies. The school board president has periodically attended faculty meetings and is a frequent visitor at the school in an effort to keep abreast of the day-to-day operations of the school and the immediate and long-term needs of the faculty, administration, students and facilities.

The principal is responsible for the administrative operation of the school and its educational program. She maintains handbooks and makes them readily available for faculty, staff, parents, students and school board members. She communicates frequently with the pastor on financial, disciplinary, personnel, planning, goal-setting and other issues. She maintains personnel files and updates records in accordance with Archdiocesan policy and state and federal rules and regulations.

In terms of its leadership practices, the school has a handbook for faculty and staff that is reviewed by employees annually and revised annually (or as needed) by the principal; there are appropriate procedures in place for selecting, recruiting, reassigning and review of all personnel, and there is a great deal of attention placed on professional development for faculty and staff related to instructional goals and the immediate needs of the school. One example of this is the training of all faculty and staff in KAGAN cooperative learning structures and strategies over two summers (2009 and 2010). Teachers and assistants have knowledge of and training in KAGAN practices at every grade level and in every class, including the preschool and after-school programs. KAGAN training was completed along with every teacher in the Washington County public school system so that St. Dominic students would have the same

opportunity and experience with cooperative learning as their public school counterparts, providing a smoother transition into high school, as well as providing opportunities for St. Dominic teachers to learn a wide variety of strategies for cooperative learning. Following the training, KAGAN resources (books, manipulatives, etc.) were purchased through Title II funds so that teachers would have the means to actively and appropriately apply the strategies they learned. Staff development in 2010 and 2011 will focus on curriculum alignment, technology and differentiated instruction in keeping with instructional improvement goals, technology plan goals, and Archdiocesan goals for teaching and learning.

The school has a licensed pre-K program (new for 2010-11) and licensed after-school program, both of which currently have a STARS rating of 2. There are plans under way to expand the preschool program to accommodate more students and thus increase the K-8 enrollment at the school.

The school's athletic program provides opportunities for boys and girls in grades 4-8 at developmental and competitive levels. There is developmental basketball and volleyball beginning in 4th grade, and competitive-level sports begin in 6th grade with basketball, football and volleyball. Baseball is available for 7th and 8th grade boys, and cheerleading is open to girls in grades 6 through 8.

The food service program provides lunch every day following the standard Archdiocesan menu for all of its school lunch programs. In 2010 the cafeteria manager handed over her duties to one of her staff members and remained on staff as an assistant. This shift in the management has not brought about any noticeable changes in the quality of the school lunches or in the day-to-day operations of the cafeteria. The transition was virtually seamless, and most students seem fairly happy with the lunch menu, as evidenced by the high percentage of participation (around 87%).

Budget cuts forced the elimination of the position of part-time counselor for the 2010-11 school year. The principal realigned the instructional staff and made Margaret Chelf a part-time teacher and part-time Special Needs Coordinator. Mrs. Chelf has attended training throughout the school year at the Archdiocesan level, and she has worked with the principal to establish procedures for meeting the 504 plan needs of students through coordination of testing through Washington County Schools, meetings with teachers and parents, and revising 504 plans as needed. In this first year with Mrs. Chelf in the part-time SNC position, it is clear that more time is needed for Mrs. Chelf to adequately oversee and maintain the school's special needs program. There also is no opportunity for students to receive counseling services at the school, something that was difficult when there was a part-time counselor on staff but now impossible to provide with budget constraints.

By the principal's own admission, more time needs to be spent by the principal in the classroom. Two formal observations are completed on teachers each school year, and the principal does monitor most classrooms each week during homeroom periods and lunch. In addition, the principal has taught a number of Language Arts classes throughout the year and helped with various projects and portfolio pieces (poetry and essays). School board members have voiced concern that there needs to be another staff member (such as an Interventionist) who can share some of the administrative and other tasks and make it possible for the principal to be more of a physical presence throughout the school.

The principal uses data/research in making decisions regarding curriculum, and in instructional and organizational decisions. One example of this is implementing the leadership component into the school's instructional program in a more formalized way. Following the recommendation of a former school board member to learn more about the Stephen Covey *Leader in Me* book and school leadership program, Mrs. Breunig purchased copies of *The Leader in Me* for all teachers and assigned it for summer/fall reading. In-service was provided to discuss the book and compare the leadership model with current

practices at St. Dominic. Following initial introduction of leadership principals in 2010-11, the school is continuing to implement more leadership programs and activities for students in 2011-12, including the addition of a student leadership board.

The school board, faculty and staff are providing input on current testing practices after concerns arose over Terra Nova test scores and curriculum alignment. As a result, the principal is researching the feasibility of adding Terra Nova testing in grades four and six and requiring 8th graders to take the EXPLORE test each year so that there is some assessment that takes place every year that will elicit data on student progress each year; the EXPLORE test will provide a measure student achievement and an indicator of future success in college compared with other 8th graders in Washington County, since the vast majority of St. Dominic's 8th graders transition to Washington County High School. Curriculum alignment has been ongoing for the past few years, particularly with the revision of Math standards and the teaching of pre-Algebra in 7th grade and Algebra in 8th grade.

The PTO is a viable, vital organization at St. Dominic. Each year the organization's fundraising efforts result in a direct subsidy of at least \$30,000 to the school's operating budget. In addition to revenue of \$30 per school family for PTO dues, the major fundraisers of the PTO include selling Spirit Wear (t-shirts, hoodies and accessories with the school logo); an annual golf scramble and the PTO 300 Club, in which 300 "memberships" of \$50 each are purchased by parents and others each year; there are weekly drawings of \$50 and periodic special drawings of \$250 or more, with unlimited chances for each member to win.

Focus Questions

- ***What is the process for establishing, communicating and implementing policies and procedures for the effective operation of the school?***

Policies and procedures are established by the executive committee (pastor, school board president and principal) in consultation with the school board, parents, faculty, staff and input from students. They are communicated through the minutes of the school board, through publishing in handbooks, on the school's website, in the church bulletin and in school newsletters and emails to parents and teachers. Policies and procedures are implemented by the principal and faculty and staff members.

- ***What process does the school's leadership use to evaluate school effectiveness and student performance?***

The executive committee evaluate school effectiveness and student performance through monthly meetings and special sessions to review policy and procedures, to analyze test results, and to determine the needs of the school in terms of facilities and instructional needs (technology and personnel, for example). The principal meets with teachers throughout the year (in monthly staff meetings and in-service) to report and analyze test results, discuss student performance and evaluate programs, and to establish and/or revise instructional goals.

- ***In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?***

Teachers are given opportunities to provide feedback on the master schedule, the school calendar, and professional development programs. Input from teachers is used to plan professional development opportunities, make schedule changes, implement special programs and activities (leadership activities, for example) and create school-wide initiatives. The most recent example of this is the addition of school-wide,

trimester projects on a single theme. Beginning in the 2010-11 school year at the suggestion of one of our teachers, Mrs. Grider, teachers and the principal met to discuss the project, determine the themes for each project (“APPLES” for the first trimester and “WEATHER” for the second trimester) and set the date for an assembly to present each class’s projects and activities related to the theme.

- ***What policies and processes are in place to ensure equity of learning opportunities and support for innovation?***

The principal and teachers strive to make full use of the Archdiocesan Curriculum Framework by documenting (making notes, recording dates, etc.) curriculum correlations in their daily lessons in a curriculum documentation booklet: this is a copy of the curriculum for which each teacher is responsible, printed and made to be written on so that teachers and the principal can note adherence to the curriculum as well as gaps in the delivery of the curriculum from year to year. Teachers also meet several times each year to discuss progress in meeting their individual curriculum goals as they pertain to the Curriculum Framework and preparing students for standardized assessments (ACRE, Terra Nova, GRADE). Teachers meet in levels and as a whole group to analyze assessment results and use the information to make informed decisions about instruction and set individual and school instructional goals. Teachers are given opportunities to learn and practice innovative teaching methods. As part of a school-wide endeavor to learn to use SmartBoards, five faculty members have received SmartBoard training (March 2011) and all faculty members were invited to attend a technology program presented by one of the St. Dominic School Board members (and a local middle school principal) to showcase the available technology in the public schools and learn the cost, time, training and other implications involved in obtaining the same technology at St. Dominic. The teacher who demonstrated the most interest during this program received the first SmartBoard and was among the five who received the initial SmartBoard training. The teacher, Mrs. Graves, is now sharing her knowledge with other teachers and providing opportunities for teachers and other students in the school to use the SmartBoard. She and four of her first grade students also provided a classroom demonstration of the SmartBoard for parents attending a PTO meeting in March 2010. Teachers are encouraged to be innovators and to share innovative strategies for teaching and learning at faculty meetings and through their monthly reflections on teaching and learning that they record in their lesson plan folders.

STANDARD 3: Teaching & Learning

Narrative Summary

- The Quality School Indicators for **Standard 3** reflect an **OPERATIONAL** understanding of the policies and procedures that promote student performance and school effectiveness in 10 of the 11 areas.

Teachers at all levels have a firm working knowledge of the Archdiocesan Curriculum Framework. Each instructor has a hard copy of the document in her classroom which is updated as revisions are made by the Archdiocese. In 2009-10, one of our instructors, Inez Grider, served on the revision team for Mathematics and, as a result, has greatly enhanced the implementation of the new Math curriculum and standards at the school level and has worked on a team of public school teachers in Washington County to address gaps or differences that exist between the Archdiocesan curriculum map and that of the public school system. In addition, the principal publishes a “working copy” of the curriculum document each year. This Curriculum Documentation booklet is custom-tailored to each teacher’s subject and grade level so that she can highlight goals and expectations as they are covered; teachers make notations about units and dates that correlate to specific content guidelines and performance standards. At the end of the school year, this booklet demonstrates each teacher’s attention to the content for which she is directly responsible and identifies any areas that need to be addressed at the next grade level or her grade level for the coming year. It has been a beneficial tool in the work that teachers have done each year as they meet in levels or in a whole group to look at curriculum alignment.

St. Dominic’s teachers and administration work to meet the instructional needs of students and to promote active involvement of students in the learning process through the use of traditional and innovative methods. A primary example of this is the incorporation of KAGAN structures for cooperative learning into almost daily practice. Teachers and instructional assistants along with the director and assistants in the school’s preschool and after school programs all received training sponsored by Washington County Schools in a total of three days of inservice in the July 2009 and August 2010. Over \$5000 in Title II funds allocated to St. Dominic for professional development was dedicated to ensuring that the faculty and staff received this innovative training. Now, students from preschool to 8th grade (and those at every grade level in the public school system as well) are growing increasingly familiar with cooperative learning terms and techniques such as “shoulder partners” and “face partners” and “Round Robin” and “Quiz-Quiz-Trade.” Such techniques promote higher-order thinking skills, teamwork, group inquiry/discussion and place the teacher in the role of teacher-facilitator. KAGAN cooperative learning strategies also address multiple learning styles and enable students to be more actively engaged in the learning process.

More recently, teachers have worked together to design and share instructional strategies and develop programs and practices that address the need to teach leadership principles to students at every grade level. The principal and teachers read the Stephen Covey book, *The Leader in Me*, and met on several occasions to discuss the book and suggest the variety of ways that students could use the leadership principles outlined in the book (based on the seven habits of highly effective people) to enhance the educational program for all students at St. Dominic. Teachers set individual classroom goals that focused on teamwork, assigning roles for completion of tasks, and making students accountable and responsible for completing assignments and projects. Primary level teachers purchased the book, *The 7 Habits of Happy Kids*, and began the year with reading and class discussion of the book and used its content as the starting point for students to learn about basic leadership principles such as beginning with the end in mind,

being responsible and listening before talking, thinking win-win, etc. Seventh grade teacher Karen Spalding created a permanent bulletin board display in the junior high wing that identifies the 7 habits to keep them visible at all times. The 8th grade class has taken a major leadership role in raising funds for the reconstruction of the school's playground. Each month, they issue a challenge to the other grades to bring in the most pennies on Penny Day. Students are allowed to be out of uniform on a Penny Day if they bring in a minimum of 10 pennies; the monthly challenges by the 8th grade have increased the usual totals for Penny Days because students are naturally competitive and they have responded well because they look forward to the rewards that the 8th graders establish with each month's challenge. The rewards have ranged from a President's Day party hosted by the 8th graders to the 8th graders helping students in a lower grade take a test to the 8th graders serving lunches to the winning class. Prior to each Wednesday morning assembly (or any special program held in the gym), a group of 7th and 8th graders is responsible for setting up the sound system. The 2011-12 school year will bring added leadership opportunities to students with the addition of a leadership board comprised of students in grades 6-8 who will communicate with students at every grade level, the principal and teacher advisors to work on projects, events and policies in the school and report their work to the PTO, the school board and the student body.

From looking at test results and curriculum to listening to the needs and concerns expressed by parents and school board members, the administration and faculty has worked to meet the needs of students and communicate with parents about their teaching and learning practices.

Another method of meeting the learning needs of students that teachers have embraced is differentiated instruction. All teachers attended the Rick Wormelli in-service in October 2010 and all will attend the October 2011 session. Prior to the October workshop, teachers read and discussed the Rick Wormelli book, *Fair Isn't Always Equal*, read and discussed articles from the Archdiocese, and established differentiated instruction as a major focus of the Instructional Improvement Plan. The principal purchased other publications on differentiated instruction for the staff to read throughout the school year, and teachers have worked to implement teaching and learning strategies during the 2010-11 school year as a result of their training and discussions. One of the most visible strategies related to DI is the work that teachers have done on assessment practices. The concept that students do not receive zeros has brought about dramatic shifts in the way that teachers assess learning. Teachers stay after school to work with individuals and small groups of students on concepts; teachers provide more than one opportunity for students to take tests and quizzes. Teachers modify tests in accordance with students' 504 Plans. The coming school year will focus on greater implementation and educating parents about differentiated instruction practices and desired outcomes.

In terms of creating a positive learning environment, the most prevalent practice involves PeaceBuilders. Since becoming a PeaceBuilders school over a decade ago, St. Dominic students and staff recite the PeaceBuilders pledge every morning, posters with the PeaceBuilders pledge are in every classroom, the main hallway has a PeaceBuilders banner, and parents have been educated about the PeaceBuilders pledge and its important role in creating a peaceful learning environment and in guiding students toward responsible, respectful behavior. PeaceBuilders principles are employed whenever there is a student discipline issue or whenever conflict exists between students or among groups of students. Conflict resolution has been greatly enhanced by speaking the language of the PeaceBuilders pledge with students and parents alike.

One area under Standard 3 that is not "OPERATIONAL" in practice is technology. Students and teachers have not been able to utilize technology for learning, simulations or research because budget constraints have prevented the school from keeping up with new technology. Until 2010, the vast majority of computers were dinosaurs and there was not a SmartBoard in the school. Thanks to the Annual Fund, a parent-

led technology fundraising effort in the summer of 2010 and availability of Title funds, there are now new computers in the library media center as well as the 1st grade classroom and 8th grade classroom; the library media center also has a projector and white boards; the 1st grade classroom is equipped with a SmartBoard, and the 2nd grade classroom will have a SmartBoard by the end of the 2010-11 school year. It is anticipated that technology funds, Title funds, Annual Fund donations, other private donations and CEF grant monies will make even more technology--new computers, SmartBoards, document cameras, interactive slates, etc.--more readily available over the next five years. In addition, there is work under way to retrofit the school with a state-of-the-art Science lab courtesy of the Alltech Corporation of Nicholasville, similar to the lab Alltech constructed for St. Leo School in Versailles.

Focus Questions

- ***How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?***
 - (1) Curriculum alignment meetings take place at least three times each year in response to assessment results (ACRE, Terra Nova, GRADE), changes in curriculum, the purchase of new textbooks, and goals established by the Archdiocese and at the school level related to curriculum and instruction.
 - (2) The principal assures that every teacher has access to the Archdiocesan Curriculum framework, makes revised copies available each year, and provides teachers with a Curriculum Documentation booklet to note specific dates when curriculum guidelines were followed and academic expectations were met.
 - (3) Teachers are encouraged to participate in curriculum revision at the Archdiocesan level and to share the work on the curriculum revision committee with others at the school level
 - (4) Teachers and the principal work primarily with public school personnel to ensure the successful transition of students into Washington County High School and maintain communication with personnel at Bethlehem High School as well.
 - (5) The school board and teachers have focused on the Terra Nova assessment and whether or not they will add the assessment in (non-mandated) grades 4 and 6. The EXPLORE test is being added in the 2011-12 school year to provide 8th graders at St. Dominic with the same opportunities to prepare for the ACT as all other 8th graders in Washington County public schools.

- ***In what ways does the school ensure the implementation of research-based instructional strategies, innovations and activities that facilitate achievement for all students?***

Through professional development opportunities, teacher- and principal-led discussions and strategy sessions that are part of faculty meetings, and by gathering data from professional publications and assessment data, the school works to implement instructional strategies, innovative teaching and learning methods and activities at all levels that facilitate student achievement.

- ***What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?***

Access to the current curriculum is readily available to teachers (see above). The principal monitors curriculum implementation through lesson plans and observations (formal and informal). Teachers are

required to submit a lesson plan folder each month that includes copies of lesson plans, their updated curriculum documentation booklet, a reflection sheet for recording best practices and assessing progress toward meeting curriculum goals as well as samples of rubrics, writing assignments, projects and sample assessments, including exit slips and teacher-created tests.

- ***How does the school provide every student access to comprehensive information, instructional technology and media services?***

Students have access to the Internet in the classroom and in the Library Media Center. Available instructional technology via SmartBoard is currently limited to the primary grades, but the junior high classrooms and Library Media Center have projectors and white boards that enhance teaching and learning similar to SmartBoard technology. Access to Accelerated Reader and Accelerated Math is available in every classroom and the Library Media Center. The majority of books in the library have Accelerated Reader quizzes; as new books are added to the library, quizzes are ordered for them. Math textbooks adopted in 2010-11 have online resources for students, teachers and parents. As SmartBoards become more available to teachers, teachers are finding and using the wealth of interactive materials available through Smart Notebook and other online resources. The 1st grade teacher, Lori Graves, has been able to find SmartBoard resources aligned with our Language Arts textbook series and utilizes them daily for practice activities, learning extensions and assessments. Input from parents who are also classroom teachers in other schools has proven invaluable as Mrs. Graves continues to learn all the many ways to use a SmartBoard and share her learning with students.

STANDARD 4: Documenting & Using Results

Narrative Summary

- The Quality School Indicators for **Standard 4** reflect an **OPERATIONAL** level of functioning related to assessment and the way in which the school uses assessment results to monitor student progress and determine overall school effectiveness.

4.1 OPERATIONAL

All four of the goals in the Instructional Improvement Plan were established with assessment data in mind. Goal #1 (Differentiated Instruction) endeavors to monitor and improve student progress with special attention placed on grading and assessment practices. Goal #2 (Leadership) is a data-driven initiative designed to teach effective leadership skills that will, in turn, raise test scores and improve student achievement. Goal #3 (Technology) is established to increase the variety and use of available technology by students and teachers in an effort to improve student achievement. Goal #4 (Curriculum) is a direct result of the school's focus on eliminating curriculum gaps and focusing on adhering to the curriculum framework to raise student achievement and test scores.

4.2 OPERATIONAL

Students are assessed in a variety of ways, but standardized testing is not available for grades 4 and 6. The DIAL-3 assessment gauges student readiness in preschool and kindergarten; the GRADE assessment is given three times each year to measure student literacy in preschool through 3rd grade; St. Dominic administers the InView and Terra Nova tests in the mandated grades 3, 5 and 7, and the ACRE assessment is given in grades 5 and 8. The 7th and 8th grades will take the Acuity

Algebra assessments beginning in Spring 2011, and in October 2011 the 8th grade will begin taking the EXPLORE test, the first in a series of tests leading to the ACT. Currently there is no standardized assessment given in the 4th and 6th grades, and there is much debate among the teachers, school board, parents and administration as to whether student performance on standardized tests would increase if Terra Nova testing were added in these grades.

4.3-4.4 OPERATIONAL

Data from student assessment is used in decision-making at the classroom level and at the school level for assessing progress toward meeting learning goals. Teachers study test results from the GRADE assessment, for example, to determine placement in Early Literacy and Guided Reading groups, to determine which students require Title I Reading remediation, and to make changes in instructional practices. The need to bridge gaps in the Math curriculum and provide additional help for students who have not mastered basic math facts led to a change in the master schedule to allow JoAnn Ellery (5th/6th Math) to spend time every Friday afternoon as a resource teacher in Math classes in the primary and middle grades. This allows Mrs. Ellery the opportunity to anticipate changes that she may need to make at the 5th and 6th grade level as well as to collaborate with teachers in grades K-4 on activities that will help students to be better prepared for Math at the next grade level.

4.5-4.7 OPERATIONAL

Results of student performance and school effectiveness are communicated to parents and the school board in a timely manner. Parents are provided with detailed home reports of assessment results for the DIAL-3 and GRADE assessments, and a summary of test results is reported to the school board. Similarly, all stakeholders are provided with a detailed report of school and grade level performance on the ACRE test. The report is created by the principal and published for the 5th and 8th grade parents and the school board. Results from the ACRE test are also communicated by the pastor to the parish at large, and the principal reports ACRE results in school news letters and PTO meetings. Individual student performance for the Terra Nova is reported to parents. In addition, for the past eight years, the principal has published a five-year reporting of test results by grade that includes a comparison of St. Dominic's performance to the Archdiocesan average MNCE's. Parents analyzing this data have expressed concern that scores have dropped in some areas; there is particular concern about the consistent pattern of lower scores in 5th grade when compared with the 3rd and 7th grade. There is considerable debate among teachers and the school board as to educating parents about what the test scores mean, how they differ from the tests given in public schools, and how the test scores are utilized by the school to improve student achievement and overall school performance.

4.8 OPERATIONAL

Student records are maintained in a secure manner and in accordance with state and federal regulations.

Focus Questions

- *How is the assessment system currently used in your school to analyze changes in student performance?*

Test results are used to make decisions at the classroom level and school level from re-assigning teachers and creating opportunities for teacher collaboration to tracking individual student progress

from trimester to trimester and from one year to the next. Implementation of differentiated instruction practices related to assessment are being tried and discussed and studied in greater depth as teachers change grading practices and increase students' opportunities to demonstrate mastery by giving them more and varied opportunities to take tests. Alignment of the curriculum with the Terra Nova and other standardized assessments occurs several times each year with teachers in their particular grade levels and across all grade levels.

- *What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents and external stakeholders to aid the performance of individual students?*
- *How are data used to understand and improve overall school effectiveness?*

See Narrative report

- *How are teachers trained to understand and use data in the classroom?*

This is one area which needs immediate attention. Test data is difficult to disaggregate on the Terra Nova, and the correlation to the curriculum is often difficult to discern. The Archdiocese needs to provide teacher training on how to understand the assessment results and align the curriculum with the Terra Nova. Training on interpreting and reporting test standardized results is something that many teachers and administrators lack and would greatly benefit from.

STANDARD 5: Resources & Support Systems

Narrative Summary

- St. Dominic is working to provide the resources and services necessary to support its vision and purpose and to ensure achievement for its students, but it has been under increasing budget and enrollment constraints that prevent it from being operational or highly functional in all areas.

5.1-5.3 HIGHLY FUNCTIONAL

The principal is responsible for selecting, supervising and evaluating faculty and staff. New teachers are provided with ongoing support from the principal and other teachers. Personnel files are well-maintained and appropriate documentation of certification is on file. Teachers are placed in positions for which they are qualified. Teachers complete more than the minimum 12 hours of professional development each year, and there is appropriate attention placed on providing in-service opportunities that are relevant, timely and aligned with instructional goals.

5.4-5.5, 5.9-5.10 EMERGING

Budget cuts have led to reductions in the number of instructional assistants in recent years from three full-time assistants to one full-time assistant and one part-time assistant. This has led to a shift in supervisory duties for the P.E. teacher, Custodian and Principal, who have had to take the place of instructional assistants to monitor homerooms and the cafeteria during teachers' and students' lunch periods. There is no one to cover the office during the secretary's lunch break, so at the conclusion of the lunch/homeroom period, the principal takes over the office while the secretary and custodian take lunch. Budget cuts also resulted in the loss of the school's part-time Art and Counseling positions. The 5th grade homeroom teacher's assign-

ment was changed to accommodate the need for a part-time Special Needs Coordinator; her classroom duties, combined with her SNC responsibilities have made it difficult for Mrs. Chelf to devote as much time as is needed to both of these areas, and the principal has increased her role in implementing and monitoring 504 plans and coordinating testing services as a result. There is no Foreign Language offered due to budget/staffing limitations. Previous narratives have reported on the technology deficits due to a lack of financial resources. Current efforts with stewardship practices, combined with added revenue gained from increasing the instructional fees as well as bringing back the Annual Fund are designed to alleviate the budget constraints that have impacted staffing and other resources in the last few years.

5.6 OPERATIONAL

A school budget has been in place at St. Dominic only for the past seven years. Prior to that, there was little discernment between the school and parish finances. The creation of the budget has led to greater transparency; however, this transparency has shed light on the gap that exists between the amount that school parish families pledge to tithe and that actually received. In the history of St. Dominic School, the parish has always supported the financial needs of the school. Since the inception of a school budget, any deficits were always covered through parish resources. However, since the parish capital campaign was begun three years ago, those resources have been depleted. The parish is not currently able to withstand any increased financial needs of the school, and any deficits incurred by the school as a result of tithing shortfalls, uncollected tuition or fees, etc. must be absorbed by the school and any debt must be carried over to the next year. The school is projecting a \$20,000 deficit this year, which will be alleviated in large part by revenue from the Annual Fund drive. The principal maintains budget records, as does the parish bookkeeper, and the two work together to keep the financial record accurate and up-to-date. The pastor and the parish finance committee monitor the school budget closely and the principal meets with both parties periodically to monitor the budget and share any concerns.

5.7-5.8 EMERGING

With the new addition to the school, providing a secure, safe and orderly facility has been a priority. Entry points have been secured so that there is only one way to enter the school: through the new main entrance. All other doors are locked at all times. However, there is no electronic surveillance or buzzer/video system on the main doors. One of the fundraising goals of this year's Annual Fund is to purchase a security system for the main entrance to the school. There is also a revision of the crisis management plan under way to assure that emergency drills and procedures are being executed in the best way in light of the new addition. The new facility has created extra duties for the full-time custodian as well, but parish staff and volunteers have made the cleaning and maintenance of the new addition manageable. The projected budget for utilities, custodial supplies and maintenance for the new addition is in line with current expenses, with the exception of custodial supplies; however, the parish and school budgets alone are currently responsible for carrying the financial burden of the new offices, the library media center and the new gymnasium. Work is under way to require the Athletic budget to take on some of the financial responsibilities for the expenses related to the gym. There is a concerted effort to maintain the older parts of the school as well. Current and future Annual Fund drives will focus on the original and earlier additions to the school and the priority of needs related to their maintenance, including roofing and plaster repairs and replacement windows.

Focus Questions

- ***What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?***

When vacancies in the school staff arise, the vacancies are posted by the principal after the pastor is notified. The principal and pastor determine if the replacement of staff can be achieved by hiring from within the current staff. Placement of staff is determined by the candidates' qualifications, with priority given to Catholic applicants who are qualified/certified for the particular position. New teachers are provided appropriate support from the principal and his/her colleagues through meeting, collaboration and formal and informal principal observations. Teachers are observed formally twice each year, and support staff are evaluated annually. During the end-of-year evaluation process, observations and goals are reviewed and new performance goals are established for the coming year. The pastor evaluates the principal at the end of each school year and works with her to set performance goals. Due to budget constraints, salaries for all school and parish personnel were frozen for three years. In an effort to retain quality, qualified teachers, administrators and support staff, the principal, pastor and school board have taken steps to bring all school employees onto the new salary scale and provide 2% increases to non-certified staff for the 2011-12 school year. Maintaining a quality instructional staff is one of the fundraising goals of the current Annual Fund drive.

- ***How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs and its plans for school improvement?***
- ***How does the leadership ensure a safe and orderly environment for students and staff?***

See Narrative

- ***What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?***

There is no school Counselor. Currently, teacher observations and parent concerns are the primary means of determining if a student is in need of additional resources such as tutoring, counseling or screening for learning disabilities. If a student is in need of tutoring, the teacher, SNC and principal work with parents to find the best means of providing tutoring services. For short-term needs, the teacher will often work after-hours to provide one-on-one instruction. Parents also have the option of seeking an outside tutor. Finally, the After School Program provides homework help, and students in upper grades can earn service hours to provide homework help or other tutoring for students who require it. If a student requires counseling, he/she is referred to outside service providers such as Communicare and local therapists, but there is no counseling available on-site. Service providers do come on-site to monitor and provide services to students who have been assigned to them through outside agencies and programs such as M-Pact and M-Pact Plus. When concerns arise over classroom behavior or student learning, teachers will first discuss their concerns with parents and recommend a meeting with the principal and SNC to discuss the problems and determine if there is a need for testing, either through the child's physician or other health care provider, the special needs team in the public school system or both. St. Dominic School enjoys a good working relationship with Washington County Schools; if testing or observations are needed, the SNC contacts the Special Needs Coordinator in the public school to set up ARC meetings, determine the type of evaluation/screening needed, and to provide the necessary testing in a timely manner. In addition, there is thorough reporting of test results to parents and teachers, and the data from the test results determines the need for 504 Plan or other intervention; these plans and strategies are reviewed and revised as needed throughout the school year, and all teachers who instruct a child with a 504 Plan are provided with a copy of the plan and any specific strategies and/or accommodations that must be made.

STANDARD 6: Stakeholder Communications & Relationships

Narrative Summary

- The Quality School Indicators for **Standard 6** reflect an **OPERATIONAL** status for St. Dominic School in fostering effective communication and relationships with and among stakeholders.

6.1 Students and staff participate in civic/service projects and events each year, and the community at large is welcomed into the school to participate in various projects. Students work in the school, at church, and in the larger community in formal and informal ways. One example of an informal way is the way that students care for the neatness, organization and appearance of the facility and school grounds. Students pick up litter, take out the trash, rake leaves, serve at funerals and wash the tables and chairs at lunch time. In a formal way, students in grades 6 through 8 are required to complete a variety of service projects throughout the school year (see *Youth Stewardship Handbook*). Students help work in the concession stands at youth football league games; participate in local events such as the Harvest Homecoming Festival in downtown Springfield; work at parish blood drives; help the custodian and office staff prepare the school facility for opening day by cleaning, filing, moving desks, carrying books and supplies to classrooms, etc. Staff members are actively involved in the civic/service projects as well. Our Music teacher, Jan Fattizzi, has organized a youth choir that has performed at Masses at St. Dominic and other churches; our Health/P.E. teacher, Rachel Fenwick, volunteers as a coach and Religious Education teacher; the junior high Religion teacher, JoAnn Ellery, is the Confirmation sponsor and volunteers with students when they visit the Salvation Army; our 2nd grade teacher, Jane Spaulding, is the First Communion and First Reconciliation sponsor as well as a Religious Education teacher. Staff members are Book Bee coaches, basketball and volleyball coaches, and volunteer tutors, demonstrating that service is a learned, lifelong behavior and visible expression of their Catholic faith in action. Members of the community are welcome at St. Dominic school to share their knowledge, participate in activities and events and assist with the teaching and learning. Social Studies teacher Janice Carey invites guest speakers into her classroom to talk about their careers; Junior high Math teacher Inez Grider is collaborating with a parent to begin a series of applied math and science projects with her 8th grade students; the volunteer staff in the Library Media Center are welcomed at all school events, especially the staff appreciation luncheon during Catholic Schools Week.

6.2-6.3 There are formal channels to listen to and communicate with stakeholders, including PTO meetings and school board meetings. When policies or budget issues need to be communicated, as with the recent work undertaken by the St. Dominic School Board and Budget Committee, parents were invited to attend informational sessions, join the committee work, and participate in the discussions that brought about the policy and procedure changes in stewardship and instructional fees. All meeting dates, times and locations are published via email, in newsletters and in the church bulletins. The PTO typically has representation at monthly school board meetings, and the school board president and principal are on the agenda at PTO meetings. Goals of the long-range plan are revisited throughout the year at school board meetings, though not always formally or with the breadth and depth that is needed. The new quality assurance committee visits to schools each year that are part of the SACS accreditation process will serve to make such reviews more formalized and structured. What is lacking is an organized advancement plan. However, the development of an advancement program is one of the long-range planning goals.

- 6.4 The school communicates the expectations for student learning and goals for improvement to all stakeholders. The Archdiocesan curriculum framework is accessible from the school's website. Policies and procedures related to the curriculum are published in the *Student-Parent Handbook*, also accessible from the school's website. Prior to the start of the school year, teachers provide parents and students with copies of their class syllabi at Meet Your Teacher Night. Information about school events, news, dates of activities, etc. is published in school newsletters twice a month and sent home to parents in the weekly Wednesday Folder. The first week of school is dedicated to acquainting students with the goals and expectations of each class. In response to parent concerns about improving communication between school and home, teachers developed email distribution lists for their homerooms in Fall 2010 and have added email communications about tests, meetings, projects, student performance issues and a variety of news and information from the Archdiocese, the school office and other sources. The school website has undergone a dramatic change in the past year, providing information to site visitors about admissions, athletics, faculty and staff, the parish, the academic program, frequently requested forms for parents as well as handbooks and links to the Archdiocese of Louisville website. Parents desiring to enroll their children have web access to the philosophy, mission, admissions criteria, tuition and stewardship rates, facilities and curriculum. The same information is available upon request from the school office year-round and during Spring enrollment and Fall Open House.
- 6.5 Opportunities to evaluate and report student progress occur at the two required PTS conferences in the first and second trimester, through trimester grade reports and through email communication between parents and teachers as well as individual meetings apart from the PTS conference on request.

Focus Questions

- ***How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?***

Through committee meetings, PTS conferences, PTO meetings, school board meetings and other specially-called meetings, the school's leadership has demonstrated a willingness and desire to be attentive to parent concerns, to adapt and adjust procedures and policies in response to input from parents and to solicit active participation from stakeholders as committee members, board members, and school volunteers. One example of this has been the work of the budget committee, formed in response to concerns over school finance, and dedicated to the formulation and implementation of new policies and procedures for enrollment in the stewardship program, payment of stewardship pledges, and payment of tuition and instructional fees. In addition, the budget committee has worked on preparing a three-year budget and establishing rates for tuition and fees that, combined with recommended levels of giving through stewardship, will help to alleviate the budget constraints and provide for growth. Finally, the budget committee has worked to educate all stakeholders with regard to differences between tuition and stewardship and the the benefits and challenges presented by both. Another example is the work that teachers have done to improve communication between school and home through emails. Parents expressed a need for this type of communication and teachers responded. The school board has taken strides to communicate issues to parents and to welcome their attendance and feedback at regular and special sessions.

- *How does the school’s leadership foster a learning community?*

The school leadership fosters a learning community by communicating with parents through newsletters and email communications, speaking at PTO, parish council and school board meetings and maintaining a user-friendly website. The school also works to bring community members into the school as guest speakers and collaborators for class projects and activities. The school leadership also promotes student involvement in community events such as festivals, parades, and programs like community recycling and contests sponsored by organizations such as New Pioneers for a Sustainable Future and the Washington County Heartland Youth Coalition. With the addition of the gymnasium, the school leadership has opened its doors to a variety of programs for students in the community such as the BLAST! (Better Lives and Safer Towns) program for 4th and 5th graders and Reality Store for 8th graders. The school’s annual Grandparents Day celebration provides refreshments for visiting grandparents and the opportunity to bring grandparents (many of them alumni) into the school to visit with the students in their classrooms. Having a stewardship program in place also creates a variety of opportunities to bring parents, teachers and students together. Parents volunteer their time to help out with class projects, provide refreshments for events and student activities, help with the annual Christmas program and talent show and provide instructional assistance for teachers as needed.

- *What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?*

In addition to the avenues detailed in the narrative for this standard, the school also promotes student achievement and school effectiveness in the local newspaper, The Springfield Sun. Pictures and captions or brief articles promote student participation in Book Bee, Spelling Bees and athletic events and pep rallies. The school enjoys a wonderful working relationship with the local newspaper; if teachers, coaches or the principal would like coverage in the newspaper, they are free to submit photos and information electronically if a reporter/photographer is not available. The school has made improvements this year in promoting itself to the larger community through the newspaper, through decorating downtown store windows with photos, drawings and essays during Catholic Schools Week, and by taking part in the local fall festival by having a parade entry.

STANDARD 7: Commitment to Continuous Improvement

Narrative Summary

- The Quality School Indicators for **Standard 7** reflect an **OPERATIONAL** status for St. Dominic School in establishing, implementing and monitoring a continuous process of improvement that focuses on student performance. The school’s vision is articulated visibly through the school logo, in handbooks, on the school’s website and letterhead; it is reflected in the school’s plans for improvements in technology and instructional practices as well as in the long-range plans. “Learning for Life...Faith for Living” is a succinct expression of what the school strives to attain for its students. The school has completed a school profile that details the past, present and future of the school. The school’s self-study process has resulted in a set of goals that are designed to sustain the school financially, increase enrollment and maintain its identity as a Catholic institution whose first and foremost goal is modeling and passing on the faith from one generation to the next. Stakeholders are involved in the improvement process through involvement on committees, participation in discussions, analyzing data and using information to make necessary changes

and set goals for school improvement. The school board especially has intensified its efforts to adhere to its roles and responsibilities as a consultative, advisory body; the addition of committees and its intention to recruit members from inside and outside the school community will bring greater diversity of knowledge and perspective to the board. Teachers, too, will share in the committee work of the school board in the coming years. Whereas teachers had primarily served as presenters and reporters of school news and classroom activities, the goal of the school board is to invite more active participation from teachers in the documenting, monitoring and creation of strategies and programs for enhancing the teaching and learning process. The commitment to continuous improvement also is evident in the role of professional development in the school. Professional development--at the Archdiocese and school level--correlates to the instructional improvement goals as well as meets the individual needs of the instructors and principal. The desire to stay current on innovative teaching and learning strategies that meet the variety of students' learning styles and needs led to the whole school participation with Washington County public schools in KAGAN cooperative learning programs and training that began this year for SmartBoard implementation and application. Teachers are encouraged to enroll in workshops that meet their professional and curricular interests, and they are encouraged to take advantage of the Summer Institute of professional development programs provided each year by the Archdiocese. Attendance at Summer Institute is not only encouraged, but teachers must attend at least one of the programs each summer as part of their required professional development. There is also opportunity for teachers to attend professional development relevant to whole-school efforts independent of Archdiocesan initiatives. For example, in addition to attending Archdiocesan-sponsored training in the summer and fall on differentiation, teachers also have met to read and discuss books and share strategies and activities related to KAGAN, leadership, meeting catechetical requirements and aligning curriculum. There are three dates in the instructional calendar for 2010-11 dedicated to the continual process of analyzing the curriculum for gaps, overlaps and correlations to assessment in addition to sharing strategies for covering the curriculum in innovative and often collaborative ways such as the trimester themed projects and assemblies on weather and apples that took place in the current school year. One area that requires attention is the development of advancement goals and objectives, which will be a primary goal for the next planning cycle.

Focus Questions

- ***What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?***

The school utilizes the materials and schedule for school planning provided by the Archdiocese of Louisville: (1) periodic review and revision of mission and vision statements; (2) periodic review of long-range planning goals and action steps by the school board and teachers; (3) collection of data pertaining to enrollment, finance, assessment and student achievement; (4) analysis of assessment data and other performance indicators to drive decision-making about school programs, policies and procedures and (5) involvement of stakeholders on committees, in meetings, and in reporting the results.

- ***What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?***

See Narrative

- *What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?*

See Narrative

- *How does the leadership ensure that the improvement plan is implemented, monitored, achieved and communicated to stakeholders?*

See Narrative

STANDARD 8: Catholic Identity

Narrative Summary

- In fulfillment of **Standard 8**, St. Dominic School operates at a **HIGHLY FUNCTIONAL** level in 8 of 10 areas. That Catholic Identity is one of the SIP goals reflects the school’s determination to keep faith as its first and foremost reason for existing. The school recognizes the need to be ever-mindful that the faith formation of its students is the #1 goal. While there is increasing demand to keep current with the latest technology, to remain competitive with public schools and to provide extracurricular activities and other enrichment opportunities, the school recognizes and embraces its Catholic foundation and its mission which is, simply put, *to get our kids to heaven*.

Focus Questions

- *How does the school ensure that the Catholic Identity of the school is maintained and enhanced?*
- *How does the school foster a Christian atmosphere and Catholic culture within the school and its community?*

The first and primary means is through religious instruction. The teachers are trained in the catechism and experienced Religion instructors, and all are good models of the Catholic faith in action. However, faith formation is not limited to the Religion classes taught four days a week, or to the Friday children’s liturgies. Faith formation is threaded through Music and Health just as it is through Social Studies and Science.

The second means is through creating and maintaining an environment and atmosphere that is Christ-centered. There are visible signs and symbols of the Catholic faith in nearly every room of the school, including crucifixes and pictures of the Pope and Archbishop. Prominently featured on the outside of the new gymnasium is a large steel cross. From the principal’s office, from the gym, or from virtually any window in the new building, St. Dominic Church is visible. During the new construction phase, much time and attention was placed on keeping the church figured prominently in the view from the school, so that the connection between church and school could be both seen and felt. There is a large banner in the main hallway of the school promoting St. Dominic as a PeaceBuilders school. While PeaceBuilders is not a Christian organization, its message of peace and justice fits perfectly in the Christ-centered atmosphere of a Catholic school. Faculty and staff remind students every day that “we are PeaceBuilders,” just as the disciplinary discussions often begin with reminders of which part of the PeaceBuilders Pledge was not

being followed. New students have often said that they like St. Dominic because “you get to learn about Jesus” or “we can talk about God here.” We never hear that the only difference is “We have Religion classes.” The Catholic school difference is not just the Religion that is taught but the faith focus that pervades the environment and creates an atmosphere that feels safe, comfortable, peaceful and good.

The third means of enhancing and maintaining Catholic identity and fostering a Catholic culture lies in the practice and application of what is taught in Religion classes. Every day begins with prayer; there is prayer before meals, prayer in times of tragedy or bad weather, prayer before traveling and when traveling. Our school calendar and the activities in the school are as closely tied to the regular calendar as they are the liturgical calendar. When it is Advent, the school holds special prayer services and the children go to confession in preparation for Christmas. When it is Christmas, the school presents a Christmas program at the church that involves every student. During Lent, the school turns its focus to preparations for Easter with increased attention on prayer, sacrifice and giving and special Lenten prayer services such as Stations of the Cross and Eucharistic Benediction. A stewardship parish, we demonstrate for our students what it means to give our time, talent and treasure through our Youth Stewardship Program, Penny Days, our school’s participation in the parish’s capital campaign, and in the simple way that students pick up after themselves, wash the tables at lunch time, take out the trash, or recycle paper and plastics. We teach about stewardship, but we want them to learn as well as to practice it.

The sacramental preparation that students receive also demonstrates how the school maintains and enhances its Catholic identity and culture. Our 2nd grade teacher, Jane Spaulding, is the school and parish instructor for students receiving the sacraments of Reconciliation and First Holy Communion. The preparation students receive for these sacraments involve more than classroom or textbook instruction but include parent meetings, time spent in prayer, teaching and discussion with the pastor and the participation of the principal, along with the full assistance of the parish DRE. The same holds true for the 8th graders who make their Confirmation. Beyond the textbook knowledge students gain, there are retreats, service projects, a tour of the Kentucky Holy Lands, events involving parents and sponsors, and the coordination and participation of the parish DRE. Sacraments are not only faith rituals but *community* events. Even those students who aren’t Catholic are encouraged to participate to the fullest extent possible, receiving the training and completing much of the preparation and attending the ceremonies, often with specific roles assigned to them so that they will feel as much a part of the experience as possible.

Our ACRE test scores reflect that our students have good foundation in their faith by the time they leave St. Dominic, and the variety of experiences and opportunities to learn, practice and share their faith is a testament to that.

SURVEY DATA SUMMARY

During the summer of 2010 many parents suggested that a comprehensive survey be done to evaluate the environment of the school. As part of an overall review of all things in the school this was done in January of 2011. The results were of no surprise. Overwhelmingly, the majority of the respondents agreed or strongly agreed with how St. Dominic School conducts its business. The results reflect that what we define in our mission and vision statements is being carried out.

One theme did become apparent in the results. While the overall numbers are strong, some concern exists in the area of respect between and among parents, teachers, administration, and students. This one aspect should be identified and given consideration so that the perceived gap can be closed, and frequent, timely and open communication between the parties should be the primary means of doing so.

PARENT SURVEY

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Don't Know</u>
<u>CLIMATE</u>					
1. Parent feels welcome at school	47	48	0	1	0
2. Parent feels sense of self-worth, belonging to school community	37	57	1	1	0
3. Parents respect teachers	49	43	6	0	0
4. Parents respect principal	41	34	14	5	3
5. Teachers, principal respect students	35	49	9	0	2
6. Students respect one another	40	49	5	0	2
7. Students feel sense of self-worth, belonging to school community	47	48	3	0	0
8. School provides atmosphere where every student can succeed	44	49	3	1	0
9. School fosters sensitivity toward differing religious beliefs	42	43	4	0	8
10. School fosters sensitivity toward differing ethnic, racial origins	46	46	0	0	5
11. School fosters sensitivity toward people of differing economic backgrounds	38	52	2	1	4
12. School discipline builds up, supports students' self-worth	42	44	5	2	3
13. Discipline policies are administered fairly	30	41	8	1	9
14. School meets social needs of students	38	53	2	0	3
15. Students enjoy going to school here	45	51	1	0	0
16. Students are safe at school	56	39	0	0	1

PUBLIC RELATIONS

17. School compliant w/Arch. policies for sex abuse, safe environ., safety ed.	57	30	1	0	8
18. School participates in civic projects/ events in accord w/ school philosophy	50	35	3	0	9
19. School's presence positively influences larger community	51	42	3	0	1
20. School has good public image	47	47	4	0	0

COMMUNICATION

21. Sufficient opportunities for parent involvement	52	40	1	2	0
22. Administration/faculty/staff establish, maintain regular, open communication	40	47	8	1	1
23. School policies are clearly communicated	38	56	3	1	0
24. School board make-up represents school community	36	58	1	2	3

CHRISTIANFORMATIONPROGRAM

25. Teachers help students develop positive relationships	36	52	6	1	1
26. Adequate opportunity to participate in religious experiences (liturgies, etc.)	54	43	0	0	0

PHYSICALPLANT & FACILITIES

27. Facilities are adequate for the program offered	29	67	1	0	1
28. Facilities are well-maintained	40	49	7	0	1
29. Classrooms are neat and conducive to learning	43	43	6	0	5

INSTRUCTIONALPROGRAMS/STUDENTLEARNING

30. Teachers encourage students to recognize/use abilities to full potential	39	47	10	1	0
31. Faculty & staff committed to academic excellence	33	50	11	1	0
32. School succeeds in preparing students for future work	32	54	9	1	1
33. School meets academic needs of students	28	57	10	1	0
34. Students are given appropriate amount of homework	28	53	15	2	0
35. Students have adequate library/media resources to support academic program	25	56	12	0	3

36. Students have adequate technology to support academic program	22	53	14	1	4
37. Programs meet requirements of students w/special needs	17	26	11	2	14
38. School's assessment practices are administered fairly	28	48	6	0	13
39. Students have adequate opportunity for extracurricular involvement	38	54	4	0	1
40. Administration, faculty and staff are competent	28	55	13	1	1
41. School does great job in these areas:					
<i>English/Language Arts</i>	40	50	2	1	3
<i>Fine Arts (music and art)</i>	19	31	20	4	2
<i>Foreign Language</i>	8	8	27	24	22
<i>Mathematics</i>	22	57	12	0	1
<i>Religious Education</i>	49	44	2	0	1
<i>Science</i>	33	50	9	2	4
<i>Social Studies</i>	35	42	3	1	5
42. Teachers encourage students w/ decision-making/problem-solving skills	28	53	7	2	4
43. Students taught critical thinking skills	27	53	10	2	5
44. School curriculum reflects what is important in education	29	60	5	0	2
45. Teachers offer variety of learning activities	24	56	12	1	3
46. Classes seem to be interesting	23	55	9	1	9
47. Teachers hold high expectations for student learning	34	56	5	1	1
48. Overall, the school performs well academically	30	58	8	1	0
49. For the most part, I am satisfied with our school	37	57	4	1	0

Major strengths of this school are:

Small classes, teachers try to help all students to succeed.
 Basic education, basic academic curriculum
 Parent/community involvement
 Culture – safe environment, Christian atmosphere
 Respect among students
 Structure
 Religious curriculum
 Facility/clean/well-equipped
 Growing in area of technology
 Strong primary program
 Dedicated staff
 Low percentage of “at-risk” students
 Discipline and respect being taught. Development of work ethic.
 Friendly, organized environment that is conducive to learning

Religious education
Safe environment
St. Dominic builds a strong foundation for student's moral development
Parent involvement
Catholic identity
Students develop self-confidence and respect
Parental involvement, caring teachers, the students are taught manners
Christ centered atmosphere.
Sense of community within the school
High expectations
Good foundation for life
The teachers know their students very well and therefore able to serve them better
All are welcoming and polite; the religious practices are superb
Teachers know every student and truly care about them and their well being
The mutual respect (i.e. faculty-student and student-student) that is expected
The level of self-discipline and discipline from staff expected, shown
My child has enjoyed coming to school which means a lot as a new school parent
Facilities
Excellent all around
This is a very disciplined school that does a good job preparing kids for real life
Teachers' experience
Conservative values
Children seem to be proud that they are a St. D student
It is like a second family
Simpleness of the school

Areas of concern:

Students need more recess time
Foreign language should be offered for grades 7 and 8
Critical thinking
Religion (Catholic) – Catholic school, so let's be strong in that area!
Gifted students – Are they challenged?
Are we preparing them (all) for public H.S.
Weakness in the Math according to data in Intermediate levels
Grading system
Not sure students are pushed to their fullest potential
Increase academic performance
Are our grades reflecting student's skills and knowledge of the content?
Every child is treated the same as far as academic/ability level. There is not any differentiation as strengths and abilities surface.
Mathematics has declined every year since 2006 on standardized testing and I haven't seen any changes to improve.
Attracting teachers to our school
Technology
Stimulating the child's love of learning through innovative, engaging teaching strategies
Principal not involved enough – needs to be a presence in the school hallways and classroom; discipline needs to be enforced – all students should receive same punishment for equal offenses
Our school is not clean enough
Foreign language, art, music
More writing needs to be taught including the Writing Process (starting in the early grades). Students are not prepared for writing when they get to high school.
Teachers need to support and encourage students
More attention of our Catholic faith and history and teaching of doctrine specifically in a way the kids know the faith, examples: more of our prayers and knowledge of the saints and church history.
The dress code! I love that they wear uniforms. It makes dressing every morning very easy, but at times it can be a little over the top.
Administration
Upkeep and safety (health) of the old building; teachers having engaging, high-interest lessons; safety (building not locked during the day); bullies – teachers and administration aren't dealing with bullies in the classroom
Social diversity
Math - entering high school; rushing too much in Accelerated Algebra.

Teachers not held as accountable to “think outside the box”; decreased availability of technology; decreased perception of community on our school; at times – such high expectations that my child often says “but I’ll get in trouble” regarding very simple matters
Teacher accountability; principal’s relationship with students; science lab; history and foreign language
A lot of teachers here have taught for a long time. Sometimes I feel they are resistant to change and growth in teaching practices as a result
Extra-curricular activities for lower grades (sports, art, etc)
Would like to see curriculum be a little stronger
Tithing for the church members. I feel the church members should be held accountable for the tuition they owe for their children
That the school can continue to operate at its full potential in light of the down economic times
Technology resources

Suggested ways to address concerns:

Role playing for developing critical thinking skills
Stronger emphasis on proper Catholic teaching as well as being crystal clear with Catechesis being taught
Make sure grading systems reflect academics
Research/Implement strategies to reach out to students (programs)
Collaborate with local public schools to determine student needs as they transition to HS.
(Especially from parochial school to public) ex. Open-response questions, on demand writing, ACT demands and preparation, college readiness
Analyze data, observe, closely monitor gaps in the intermediate levels in math, develop school improvement plan to address these gaps. (Assess all grade levels to determine/target specific areas/gaps – move date to use to interpret needs for growth.)
Increase academic performance/push students to full potential – start with building relationships with students – show an interest in them – come to a ballgame!
Relate content to students “real-world”
Increase rigor, relevance, and relationships in the classrooms
Make sure all teachers understand “It’s their job to ensure all students learn” and not the old fashion version.
It’s their job to teach only.
Differentiation in classrooms, gifted and talented program development. Work with public schools to make up what is lacking at St. D, such as resources, computer software, classes that would meet the student’s
Professional development for teachers
Parent/student handbook should be adhered to – no exceptions
Administration should address problems, make decisions and stick with them instead of telling everyone what they want to hear
More teacher evaluations from administration
More administration evaluation from board members
Use all materials. Ex – reading series include spelling and language activities and supplementary reading materials. Use them, they all go together and build from year to year.
Use AR and AM. Even though the math textbooks seem tough to teachers, use them, they better prepare students for higher education
Write across the curriculum. Religion class is a great opportunity to build writing skills and 2 subjects are covered at the same time!
More parents to get involved with programs to help raise funds for these benefits for our children and teachers.
Dress code should be less strict....some mornings I feel as though I need a manual to follow to make sure I have appropriately dressed my child.
Considerations in change in some underachieving teachers with poor test scores, consider new administration
Need a structured PE time
Look at all expenses and determine what is necessary and what is not
Incorporate science and give assignments/homework that is more than just worksheets and reading
More communication between parents/teachers after a disciplinary action has taken place preferably a verbal discussion and not a note
Make sure all students comprehend it [math] before moving forward
Increase use of technology and increase teacher expectations for use of “thinking outside the box”; also not doing same things that have been done for “years”
We need to raise money to buy technology. We need to put more emphasis in the lower grades on math. Language Arts is covered above and beyond! Great job.

Ample professional development on the most current classroom teaching techniques/tools and strategies.
 Maybe teach about different holidays that other backgrounds celebrate. Have multi-cultural toys, books, learning materials available in the classrooms. Collaborate different assignments and projects that show similarities and differences between each ethnic, racial or religious backgrounds
 Expect excellence in respect and manners more consistently from all students; including the older ones, especially in church
 Science lab-2 experiments for grades 5-8 every trimester
 Offer art / foreign language classes
 Pay more to teachers
 Annual fund drive-need to be top priority

STUDENT SURVEYS

There is a clear consensus among our students that they enjoy their time at this school. Out of all the surveys received, very few students have any problems feeling safe and secure. Overall these results reflect positively on our mission and vision.

PRIMARY (K-2) SURVEY

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Don't Know</u>
1. I like this school	30	12			
2. This school is a nice place to learn	30	12			
3. I feel safe at this school	30	12			
4. I have friends at my school	34	8			
5. I see the principal around the school	20	19	3		
6. The principal is friendly to me when I see her	28	14			
7. If I needed someone to talk to, the principal would listen	28	14			
8. My teacher is friendly	34	8			
9. My teacher is willing to help me	32	10			
10. If I have a problem, I can talk to my teacher about it, and my teacher will help me	32	10			
11. I feel comfortable asking questions when I do not understand or have a concern	21	20	1		
12. The work I do in class/school makes me think	28	14			
13. Very good work is expected at my school	31	11			
14. I use the computers in my classes, not just during computer class	20	20	1	1	
15. I use the library on a regular basis	26	14			

INTERMEDIATE(3-5)SURVEY

1. I feel like I belong at this school	16	12	2	1
2. I like this school	18	14		
3. I feel safe at this school	24	6		
4. I have friends at my school	25	6		
5. Students have a positive attitude about this school	14	17		
6. Faculty and staff treat students with respect	19	9	2	
7. Faculty and staff care about the students	18	12	1	
8. School spirit is high	17	12	1	1
9. Parents are welcomed at our school	18	12	1	
10. Parents are involved in their children's education and in school activities	23	8		
11. Students show respect to the faculty and staff	16	13	1	1
12. Students show respect for one another	12	17	2	
13. There are enough extracurricular activities offered at this school	15	9	4	3
14. Discipline policies are administered fairly	11	18	1	1

MIDDLE SCHOOL(6-8)SURVEY

1. I feel like I belong at this school	19	14		
2. I like this school	20	12	1	
3. I feel safe at this school	19	14		
4. I have friends at my school	23	10		
5. Students have a positive attitude about this school	15	16	3	
6. Faculty and staff treat students with respect	14	15	3	
7. Faculty and staff care about the students	17	18	1	
8. School spirit is high	14	15	6	
9. Parents are welcomed at our school	17	14		
10. Parents are involved in their children's education and in school activities	20	10	3	

11. Students show respect to the faculty and staff	13	17	3	
12. Students show respect for one another	11	19	2	
13. There are enough extracurricular activities offered at this school	16	12	3	
14. Discipline policies are administered fairly	10	16	6	
15. Students are challenged to do their best work	20	10	1	1
16. Faculty and staff are committed to a cademic excellence	16	15	1	
17. Homework is assigned to help students learn	14	11	5	
18. There is adequate technology to support my learning	16	12	1	
19. There are adequate library resources to support my learning	12	16	1	
20. My teachers use different ways to teach in my classes	14	12	2	1
21. I feel comfortable asking questions if I don't understand or have a concern	11	15	3	1
22. My teachers let me demonstrate what I know in a variety of ways	6	15	6	1
23. Grading policies are fair	15	15		
24. The work at this school is challenging to me	12	16	1	1

FACULTY SURVEYS

Our Faculty surveys were in line with the overall results. We are able to indentify some small weaknesses in some area that our educators saw as problems; a need for more gifted education classes and extra programs like foreign language and more fine arts. Communication is a key area that needs improvement from top to bottom including parents and students.

INSTRUCTIONAL PROGRAMS/STUDENT LEARNING

1. Teachers encourage students to recognize and use their abilities to full potential	8	2	
2. Faculty and staff are committed to academic excellence	10		
3. The school succeeds at preparing students for future work	8	2	
4. The school meets the academic needs of the students	5	5	

5. Students are given an appropriate amount of homework	1	7	2
6. Students have adequate library/media resources to support academic program	5	4	1
7. Students have adequate technology to support academic program	4	4	1
8. Programs meet requirements of students w/special needs	3	5	2
9. Teachers provide a variety of learning activities	4	6	
10. Teachers hold high expectations for students	8	2	
11. Teachers are available to give students extra assistance if warranted	8	2	
12. Students have adequate opportunities to be involved in extracurricular activities	9	1	
13. Curriculum based upon effective teaching/learning strategies & best practices	9	1	
14. We teacher higher-order thinking skills	5	5	
15. Instructional effectiveness is not compromised by class size	4	6	
16. A variety of assessments is offered to students			
17. The school's assessment practices are administered fairly	4	10	
18. Our school does a great job in these areas:			
<i>English/Language Arts</i>	5	6	
<i>Fine Arts (music and art)</i>	1	5	3
<i>Mathematics</i>	3	7	
<i>Religious Education</i>	8	2	
<i>Science</i>	2	7	1
<i>Social Studies</i>	4	5	1
19. Overall, students perform well academically	8	2	
20. There are adequate opportunities to participate in religious experiences	10		
21. The religious formation program prepares students for an adult Christian life	8	2	
<u>PROFESSIONAL ORGANIZATION</u>			
22. Teachers are provided adequate planning time within the school day	4	6	
23. Professional development is required	6	3	1

24. Teachers are regularly involved in major policy development	6	4	
25. Teachers are supported by administration	3	6	1
26. Teachers are given feedback on performance in timely, professional manner	3	7	
27. Administrator is effective instructional leader	2	7	1
28. Quality work is expected of adults working in this building	7	3	

PHYSICAL PLANT

29. Facilities are adequate for the program offered	3	7	
30. Facilities are well-maintained	7	3	
31. Classrooms are neat and conducive to learning	1	9	

CLIMATE

32. I feel like I belong at this school	8	2	
33. I like working at this school	10		
34. Teachers and administration show respect for the students	7	3	
35. Teachers and administration show mutual respect for one another	5	5	
36. Students show respect for each other	2	8	
37. Students experience sense of self-worth and belonging to school community	4	6	
38. The school provides an atmosphere where every student can succeed	5	5	
39. The school fosters sensitivity toward people of differing religious beliefs	6	4	
40. The school fosters sensitivity toward people of differing racial, ethnic groups	6	4	
41. The school fosters sensitivity toward people of differing economic backgrounds	6	4	
42. The discipline of the school builds up, supports students' self-worth	7	3	
43. Discipline policies are administered fairly	3	6	1

44. The school meets the social needs of the students	3	7
45. Students enjoy going to school here	5	5
46. Faculty/staff experience a sense of self-worth & belonging to school community	7	3
47. Faculty/staff have positive attitude toward school	7	3
48. Teachers help students develop positive relationships	5	5
49. Teachers feel safe at school	8	2

COMMUNICATION

50. School in compliance w/Arch. Policies for sex abuse, safe environ., safety ed.	7	2	1
51. Faculty/staff establish, maintain regular & open communication w/ each other	4	6	
52. Faculty/staff establish, maintain regular & open communication w/ parents	4	6	
53. Faculty/staff establish, maintain regular & open communication w/ Board	3	7	
54. Parents have good understanding of school's programs	4	5	1
55. Parents take active role in children's education and school functions	3	7	
56. Policies are clearly communicated	5	5	
57. Parents feel welcomed at this school	6	4	

PUBLIC RELATIONS

58. Presence of school positively influences larger community	6	4
59. School participates in civic projects and events in accord w/ school philosophy	5	5
60. School has good public image	7	3
61. For the most part, I am satisfied with our school	6	4

ENROLLMENT CHART ANALYSIS

After reviewing the number of students that have baptismal records in the county and looking at the historical records of the students we have received, the inline numbers of our projections look to be correct. The number of students in each class is on the decline. A healthy school average would be somewhere from 20-24 students per class; our outlook is in the 17-20 range. This amount is sustainable for our school but the additional students would alleviate some budget constraints and allow us to use our instruction facilities more efficiently. To combat this decline a plan to include an Advancement committee would help to consolidate fundraising, market the school and identify and enact more recruitment strategies. The financial aspect of the Advancement committee also would primarily serve to streamline the fundraising activities of the school. The recruitment aspect would help us identify potential students. Another component of this committee would be alumni affairs. These people have a targeted interest in the school because they attended this school. Having them to draw from for future students and financial support would make it easier to draw more students into our enrollment numbers. According to the data, we are getting all of the students we should be getting; the next step is to reach out to others.

Infant Baptisms

PARISH	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
St. Dominic	22	24	17	22	20	17	12	19	17	21
St. Rose	9	23	15	10	19	12	14	14	7	13
Holy Trinity	14	19	24	15	17	24	18	31	47	34
Holy Rosary	6	6	3	9	10	4	7	2	3	3
TOTAL	51	72	59	56	66	57	51	66	74	71

Source of Students

PARISH	2005-06		2006-07		2007-08		2008-09		2009-10	
	No.	% Total	No.	% Total	No.	% Total	No.	% Total	No.	% Total
Holy Trinity	0	--	0	--	0	--	1	<1%	2	1%
St. Rose	2	1%	2	1%	2	1%	2	1%	5	2%
St. Joseph	0	--	0	--	0	--	0	--	1	.5%
St. Augustine	0	--	0	--	0	--	0	--	1	.5%
St. Dominic	172	92%	170	92%	186	89%	182	90%	179	84%
Non-Catholic	12	7%	12	7%	20	10%	18	9%	25	12%
TOTAL	186		184		208		203		213	

5-Year Enrollment History

Grade	2005-06	2006-07	2007-08	2008-09	2009-10
PreK (3-yr-olds)					
PreK (4-yr-olds)					
Kindergarten			25	24	22
1st Grade	18	17	24	25	24
2nd Grade	21	22	17	23	25
3rd Grade	22	21	23	16	23
4th Grade	25	26	23	23	17
5th Grade	19	24	26	22	28
6th Grade	25	20	25	26	23
7th Grade	28	25	20	25	27
8th Grade	28	29	25	19	24
TOTALS	186	184	208	203	213

Parish Affiliation of Kindergarten Students

PARISH	2005-06	2006-07	2007-08	2008-09	2009-10
St. Dominic			22	20	19
Holy Trinity			--	1	1
St. Rose			--	--	1
Non-Catholic			3	3	1
TOTAL			25	24	22

Historical Attractiveness Rates: Kindergarten Students

Baptism Yr.	# Baptized	Year Entering Kindergarten	No. Parish Students	Attractiveness Rate Col 2/Col 1	Other Catholic Students	Non-Catholic Students	Total Kindergarten Students
2000		2005					
2001		2006					
2002	59	2007	22	37%	0	3	25
2003	56	2008	20	36%	1	3	24
2004	66	2009	19	29%	2	1	22
3-yr. Avg. Attractiveness	60		20	34%	1	2	24

Projection for Kindergarten Students

Baptism Yr.	# Baptized	Year Entering Kindergarten	No. Parish Students	Average Attractiveness Rate	Other Catholic Students	Non-Catholic Students	Total Kindergarten Students
2005	57	2010	19	34%	1	2	22
2006	51	2011	17	34%	1	2	20
2007	66	2012	22	34%	1	2	25
2008	74	2013	25	34%	1	2	28
2009	71	2014	24	29%	1	2	27

Net Gain or Loss to Determine Enrollment Projections

	2005-06 to 2006-07	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	Avg Net Gain or Loss as Students Move from Grade to Grade	Net Gain/Loss Figures Used to Prepare Projection
K to 1st	--	--	0	0	--	--
1st to 2nd	+ 4	0	- 1	0	.75	1
2nd to 3rd	0	+ 1	- 1	0	0	--
3rd to 4th	+ 4	+ 2	0	+ 1	1.75	2
4th to 5th	- 1	0	- 1	+ 5	.75	1
5th to 6th	+ 1	+ 1	0	+ 1	.75	1
6th to 7th	0	0	0	+ 1	.25	0
7th to 8th	+ 1	0	- 1	- 1	- .25	0

ENROLLMENT PROJECTION

Grade	Historical				Current	Projection				
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Pre-K	--	--	--	--	17	17	17	17	17	17
Kindergarten	--	25	24	22	17	18	17	17	17	17
1st Grade	17	24	25	24	18	18	18	17	17	17
2nd Grade	22	17	23	25	22	18	18	18	17	17
3rd Grade	21	23	16	23	22	22	18	18	18	17
4th Grade	26	23	23	17	22	22	22	18	18	18
5th Grade	24	26	22	28	17	22	22	22	18	18
6th Grade	20	25	26	23	27	17	22	22	22	18
7th Grade	25	20	25	27	24	27	17	22	22	22
8th Grade	29	25	19	24	27	24	27	17	22	22
Subtotal (K-8)	184	208	203	213	196	188	181	171	171	166
TOTAL (w/PreK)	184	208	203	213	213	205	198	188	188	183

SPECIAL CIRCUMSTANCES STUDENT POPULATION

Students qualifying for free/reduced meals	2005-06	2006-07	2007-08	2008-09	2009-10
Number	23	26	30	30	34
% of Total Student Population	12%	14%	14%	15%	16%

Students w/LEP	2005-06	2006-07	2007-08	2008-09	2009-10
Number	--	--	--	--	--
% of Total Student Population	--	--	--	--	--

Students diagnosed with:	2005-06	2006-07	2007-08	2008-09	2009-10
ADD	--	--	--	--	--
ADHD	4	6	6	9	10
Auditory Processing	1	1	1	1	1
Autism	--	--	--	--	--
Developmentally Delayed	1	2	2	2	1
Emotional Disturbance	2	2	2	1	1
Hearing Impairment/Deafness	--	--	--	--	--
Learning Disability	3	3	3	2	1
Mental Retardation	--	--	--	--	--
Orthopedic	--	--	--	--	--
Speech/Language	9	9	12	9	11
Traumatic Brain Injury	1	--	--	--	--
Vision Impairment/Blindness	--	--	--	--	--
Other	--	--	--	--	1
Number	21	23	26	24	26
% of Total Student Population	11%	13%	13%	12%	12%

Analysis & Synthesis

EVALUATION MATRIX

STANDARD	STRENGTH	WEAKNESS
Vision & Purpose		X
Governance & Leadership	X	
Teaching & Learning		X
Documenting & Using Results	X	
Resources & Support Systems		X
Stakeholder Communications & Relationships		X
Commitment to Continuous Improvement	X	
Catholic Identity	X	

Opportunities & Threats

STANDARD	OPPORTUNITIES	THREATS
Vision & Purpose	The vision reflects highly desirable educational outcomes for students -- life skills <i>and</i> faith formation-- that distinguish it from other schools that cannot offer both	Not being able to compete with other schools due to budget constraints; decreased enrollment; losing Catholic identity as marketing initiatives expand beyond traditional sources of students
Governance & Leadership	Leadership (school board, principal, pastor) has made significant changes in approach to governance with committee formation and increased parent and teacher involvement	Perceptions about the roles and responsibilities of the leadership; breakdown in communication among stakeholders; ineffective leadership
Teaching & Learning	Instructional goals are attainable; strong parent support; availability of professional development; experienced, diverse, predominantly Catholic faculty & staff; teacher enthusiasm for new technology	Budget constraints that impact instructional resources; providing sufficient instructional and planning time; gaps in curriculum that impact assessment and student achievement; communication
Documenting & Using Results	Instructional Improvement Plan goals promise to bridge curriculum gaps, raise student achievement and improve assessment practices and outcomes; support from leadership for improving assessment practices	Lack of expertise in interpreting and using assessment results; not communicating curriculum changes, assessment, and progress to stakeholders; gaps that exist in assessment across grade levels; using assessment results to evaluate teachers
Resources & Support Systems	Professional development opportunities are available; strong support by leadership for teachers desiring to learn innovative teaching methods and gain technological proficiency; schedule allows sufficient plan time	Budget constraints that place limits on programs, resources, personnel, building maintenance; lack of technology across all grade levels; need for greater security
Stakeholder Communications & Relationships	Professional development opportunities are available; strong stakeholder support for teachers desiring to learn innovative teaching methods and gain technological proficiency; schedule allows sufficient plan time	Communication to all stakeholders, including alumni and community partners; no advancement committee
Commitment to Continuous Improvement	Current plans for technology, instructional improvement and school improvement have relevant, attainable goals; support among stakeholders for plan goals; professional development opportunities available	No advancement committee; weaknesses among leadership that lead to lack of monitoring of school-wide goals and objectives; lack of communication, active participation among stakeholders
Catholic Identity	Commitment to stewardship; youth stewardship; community involvement; predominantly Catholic faculty and staff; strong support of parish; PeaceBuilders program; religious instruction; sacramental preparation	Loss of parental support for teaching Catholic faith, morals and values; drive to compete and raise test scores eclipsing school vision and mission; marketing efforts that fail to promote Catholic identity of school

Analysis of Issues and Concerns

VISION & PURPOSE

- Revision of vision statement into more concise statement of who we are and what we strive to be
- Impact of decreasing enrollment on budget
- Marketing school without diminishing Catholic focus

GOVERNANCE & LEADERSHIP

- Continuing positive changes leadership has made with respect to governance (committee work, procedures)
- Communication among stakeholders
- Leadership facilitating change, growth, communication

TEACHING & LEARNING

- Professional development to enhance teaching and learning
- Budget limitations
- Maintaining positive communication and relationships among stakeholders

DOCUMENTING & USING RESULTS

- Expertise, understanding with regard to interpreting and using assessments to effect positive change
- Should there be standardized testing at every grade level? Is there enough/too much emphasis on testing?
- Reporting results, progress to all stakeholders

RESOURCES & SUPPORT SYSTEMS

- Budget constraints that place limits on staffing, available technology, programs and instructional resources
- Pressure on teachers and principal to provide resources that students need
- Parent support

STAKEHOLDER COMMUNICATIONS & RELATIONSHIP

- Making the most of all available forms of communication
- Maintenance and use of website as marketing, information tool
- Communicating with all stakeholders about concerns, progress, needs

COMMITMENT TO CONTINUOUS IMPROVEMENT

- Delegating responsibilities to stakeholders
- Developing committees comprised of active, dedicated, goal-oriented members
- Monitoring plans and goals and documenting and communicating progress

CATHOLIC IDENTITY

- Commitment to stewardship ideals and principles
- Is the school fulfilling its mission? Is the school Catholic, first and foremost?
- How to market the school to wider audiences without “watering down” Catholic identity

SCHOOL IMPROVEMENT PLAN GOALS

GOAL #1

Increase Enrollment

OBJECTIVES

- Maintain average enrollment rate at or above 85% (200 or more students)

ACTION STEPS

- Increase promotion of St. Dominic School on web, print publications (*The Springfield Sun, The Record*), radio local TV
- Develop advancement committee; involve parents and students in recruitment efforts
- Study feasibility of expanding feeder program (pre-K)
 - Year round day care facility*
 - Morning and afternoon preschool*
- Leadership will reach out to area Catholic churches to develop plan to increase support, enrollment
- Increase visibility of St. Dominic students at area churches
 - Recruit students representing feeder parishes to participate in children's choir; schedule choir to perform at other churches throughout the year*
 - Provide increased opportunities for St. Dominic students to participate in sacramental preparations and other special programs with young people from other parishes*
 - Encourage St. Dominic students to be active participants and in their respective churches*

EVALUATION

- Principal, school board, pastor will evaluate progress at monthly school board meetings

GOAL #2

Increase Funding

OBJECTIVES

- Increase school income through alternate sources of funding
- Maintain school budget that allows for growth and expansion

of programs and resources without increasing tuition and instructional fees beyond reach of school families

- Develop and maintain three-year budget to better anticipate enrollment trends, income projections, capital expenses

ACTION STEPS

- Promote growth of Fr. Blandford Endowment Fund so that interest from endowment can be used by the school as needed
 - Website promotion*
 - Support from Annual Fund*
 - Develop and distribute brochure promoting endowment*
- Continue Annual Fund drive
- Create advancement committee to consolidate, enhance fundraising efforts
- Seek financial support from area industry and churches
- Study advantages/disadvantages of tuition, partial tuition, stewardship
- Promote & expand use of automatic withdrawal for tithing, tuition and instructional fees

EVALUATION

- Principal, school board, pastor will evaluate progress at monthly school board meetings

GOAL #3

Maintain Catholic Identity of St. Dominic School

OBJECTIVES

- Ensure that marketing and promotion of school are aligned with school mission and vision
- Maintain quality of religious instruction
- Maintain dedication to Catholic faith, morals and values

ACTION STEPS

- Advancement committee marketing efforts will include focus on Catholic faith, morals and values
- Involve parents in religious activities and celebrations

- Retreats and sacramental preparations*
- Prayer services & special events*
- Christmas program & Children's choir*

- Provide a variety of professional development opportunities to Religion teachers and other stakeholders
 - Ensure that Religion teachers attain 15 hrs. of catechetical training every two years*
 - Encourage participation by parents, other teachers in catechetical programs*
 - Annual retreat for all faculty and staff*
- Enhance school building and grounds with symbols of faith
 - Create outdoor area for prayer, reflection*
 - Holy water fonts, crucifixes, pictures of saints in classrooms*
 - Statue of St. Dominic at school entrance*
- Encourage students to be active participants at church
 - Attendance at Mass on Sunday*
 - Participation in parish stewardship*
 - Full participation at children's liturgies*
 - Expand children's choir membership and performance schedule*
- Be vigilant about encroachment of extracurricular activities into church observances
 - Protect time for church and family on Sundays*
 - Avoid scheduling of athletic events on holy days*

EVALUATION

- Principal, school board, pastor will evaluate progress at monthly school board meetings

GOAL #4

Communication with Stakeholders

OBJECTIVE

- Create and maintain positive, effective avenues of communication among stakeholders

ACTION STEPS

- Faculty members will take more vocal, active role in monthly school board meetings and committees

- Administration and teachers will continue to utilize email as communication tool with parents
 - Teachers will develop web pages for homework, project information, syllabi, links to web resources, etc.
 - Principal will communicate concerns, needs, and progress toward school goals with parents
 - Leadership (principal, school board) will regularly attend meetings of other parish committees, councils (Finance Committee, Parish Council)
 - School board will expand membership to include participation from alumni, community and civic leaders
 - Advancement committee will publish quarterly newsletter for alumni, parish, surrounding community
- EVALUATION
- Principal, school board, pastor will evaluate progress at monthly school board meetings

SCHOOL PROFILE

EXECUTIVE SUMMARY

HISTORICAL DATA

St. Dominic School, established in 1929, is the only Catholic school in Washington, County, Kentucky. With its original structure situated on Main Street in downtown Springfield, St. Dominic School has been a highly visible and well-respected institution in this community for 82 years.

The school is the primary ministry of St. Dominic Parish, which has a membership of 490 families. Father Trumie Culpepper Elliott is the pastor of St. Dominic, a position he has held since July 2003. This year's annual subsidy to the school through stewardship is \$472,500. This financial support includes the stewardship tithed by school families along with an additional amount of financial assistance from the entire parish. Parishioners in good standing for at least two years may pay for a child's education at St. Dominic School through stewardship. Recommended levels of giving are established for parish school families in accordance with the number of children in each family and in consideration of the annual cost to educate one child, which is around \$4000. Stewardship collections from parents this year are projected to be around \$21,000 short of pledge amounts. Contributions typically fall \$20,000-\$30,000 short; despite the deficits, a recent Budget Committee survey on stewardship and tuition indicated that the majority of parents wanted the stewardship program to continue, as opposed to requiring tuition of all parents.

The school principal since July 2002 is Pam Breunig. The student body is predominantly Catholic; 105 parish families have students enrolled at St. Dominic School, and there are five school families with parish ties to St. Rose and Holy Trinity churches in Washington County and St. Augustine in Marion County. The five families from neighboring Catholic parishes, along with 20 non-Catholic families, comprise the total number of tuition families (28 students) served by the school.

The addition of the kindergarten program in 2007 was part of the school's long-range planning goals for increasing enrollment. However, even with the addition of a kindergarten, enrollment has remained steadily near 200 students for the past decade. The school began in 1929 with 46 students, saw peak enrollment in the 1990s of over 200 students (230 students in 1990) and ended the 1990s with 212 students in first through eighth grades. The average enrollment from 2000-2010 was 196. The school currently serves 196 students in Kindergarten through 8th grade and is projecting an enrollment of 188 students for the 2011-12 school year.

After successfully starting a Kindergarten program in the 2007-08 school year, a Pre-K program for three- and four-year-olds was begun in August 2010 with 14 full-time and four part-time students. All of those parents whose children are enrolled in the preschool program have indicated that they will be continuing their education at St. Dominic School, proving the preschool to be an excellent feeder program for St. Dominic's kindergarten. Space limitations have prevented the preschool from increasing its enrollment, so the school plans to look at alternate sites that will allow for program expansion.

Since its first 46 students enrolled in 1929, the school facility itself has undergone several renovations and additions. An addition in 1964 created additional classrooms, a cafeteria, office and work space and a teachers' lounge. A small library was added in 1984. Renovations in 2001 allowed for more office space and a conference/storage area. The 7th grade homeroom was fitted with Science tables and cabinetry in 2005. Then, in 2010, the

parish completed the construction phase of a \$3.1 million capital campaign which resulted in the renovation of the existing church facility, the completion of an addition to the church, and the construction of a new wing for the school. This new school addition contains a library media center and offices as well as the Parish Community Center which features a kitchen, the school's first gymnasium and future stage area.

While the construction phase is complete, the financial component of the capital campaign is not; the official end to the pledge phase is anticipated in 2012. Due to the parish capital campaign and the ensuing Building the Future of Hope and CSA fundraising campaigns, the school's annual fund, which historically generates over \$50,000 annually, was suspended for three years; it was reinstated in January 2011. To date, the collections have totalled \$32,000.

St. Dominic School enjoys a good working relationship with the Washington County public school system, including the use of the county's school buses and a general practice of following the public school's calendar and its announcements of closings and cancellations due to inclement weather. Our school board has representation from two public schools, and one of St. Dominic's school board members sits on the public school board. Thirteen percent of our student body is comprised of students whose parents are employed by Washington Co. Schools. Finally, the vast majority of St. Dominic's graduates go on to attend Washington County High School; in the past five years, only 12 of the school's 124 graduates have enrolled elsewhere. Our students go on to achieve academic success at Washington Co. High School as well. The last three valedictorians at WCHS were St. Dominic graduates, for example. Of the three students from WCHS who have been named National Merit Finalists, two were St. Dominic graduates.

An experienced and dedicated faculty and staff are the biggest reason why our students are prepared to achieve at the next level and beyond. For the past few years, there has been little change in the makeup of the faculty and staff, which provides stability, creates a family-like atmosphere, and results in a shared set of goals and expectations. In a place where most everyone knows everyone else, where teachers have taught many members of a child's family, where most all of them live in the same community and even belong to the same parish, there exists a common vision about how things are and how things should be done, and everyone comes together for the common good. With the exception of two specials teachers, all of our teachers are certified, and all of them have a rank II. All teachers surpass the minimum expectations for professional development each year. No certified instructor at St. Dominic has less than five years of experience. Faculty members at St. Dominic have, on average, 20 years of teaching experience. Of the 11 faculty members who are certified, five of them have more than 30 years of experience. Three faculty members have taught for their entire careers at St. Dominic School; five teachers and the principal have prior teaching experience in public schools. With the exception of two part-time instructors, all full-time teachers and the principal are Catholic. Overall, the composition of the staff is such that each teacher brings a wealth of experience, professionalism and dedication to Catholic schools into the classroom.

St. Dominic School provides a traditional elementary school curriculum of Language Arts, Mathematics, Science and Social Studies as well as Religion, Music/Drama, Health/PE and Technology. Budget cuts in 2008 resulted in the loss of the school's Art teacher; consequently, Art instruction is provided by homeroom teachers. Beginning in 2010-11, all 8th grade students are taught Algebra and all 7th grade students are taught Pre-Algebra in accordance with Archdiocesan requirements. The primary focus of study in Kindergarten through 2nd grade is literacy; to that end, part of the 90-minute Language Arts block includes Early Literacy and Guided Reading, and students take the GRADE Literacy assessment three times each year. Religion is taught Monday through Thursday, and students go to Mass on Friday mornings, Holy Days, and for special programs during Advent and Lent. Technology and Music classes are offered to K-8 students once a week, while Health & P.E. is provided twice weekly. On days when Health/PE are not provided, students and their homeroom teacher have a 15-minute recess

period. Following students' 20-minute lunch period, 15 minutes of homeroom study time are provided for students to read, study math facts or course notes, complete class assignments and take Accelerated Reader and Accelerated Math tests. This study time is monitored by the Principal and three other staff members to allow teachers to have their 30-minute lunch period.

All students in grades 4-8 participate in various 4-H programs during the school year. The primary 4-H activity that is required for grades four and five is the forestry/leaf collection and identification project. This past year, the Kentucky State Fair grand champion in this area was a St. Dominic student. St. Dominic students perform very well each year in this event as well as in the 4-H Talk Meet, which is a required activity for grades 4-8, held in the Spring each year. In addition to 4-H activities and Conservation programs, students in grades 4-8 compete in the Archdiocese of Louisville Spelling Bee and Book Bee events each year. As in previous years, our Book Bee teams enjoyed a great deal of success in the 2011 competition, earning 2nd place honors in the 4th grade and Junior High divisions and 1st place in the 6th grade division. Students in grades 6 through 8 are eligible to participate in the award-winning marching band program of Washington County Schools. This year, one of our 7th grade Band students earned All-District honors at the KMEA Band competition.

Current school climate surveys indicate that parents, for the most part, place a high value on the discipline, Religion, family atmosphere, and quality of instruction that their children enjoy at St. Dominic School. Student perceptions are similar. Most students like the small classes, the family atmosphere, the caring attitudes of their teachers, and the safe, peaceful environment at their school. Test scores in recent years have caused concern among parents, as has a lack of technology in the classroom compared with the county's public schools. However, the vast majority of students and parents have very positive attitudes about the curriculum, the school environment, and the faculty and staff.

SCHOOL CHARACTERISTICS & DEMOGRAPHICS

Name of school:	St. Dominic
Location of school:	Rural -- Washington County
Type of school:	Parish School -- Preschool through 8th grade

FINANCIAL INFORMATION

	2005-06	2006-07	2007-08	2008-09	2009-10
PARISHIONERS (Recommended Levels of Giving through Stewardship)					
1 child	\$2340	\$2340	\$2340	\$3120	\$3120
2 children	\$3120	\$3120	\$3380	\$4160	\$4160
>2 children	\$3900	\$3900	\$4420	\$5200	\$5200
NON-PARISHIONERS					
1 child	\$2800	\$2800	\$2850	\$3300	\$3500
2 children	\$3550	\$3550	\$3850	\$4800	\$5000
>2 children	\$4300	\$4300	\$4850	\$6300	\$6300
OTHER					
Operating expenses/child	\$3800	\$3800	\$3800	\$3900	\$4000
# families receiving tuition assistance	1	0	0	0	6

STUDENT INFORMATION

	2005-06	2006-07	2007-08	2008-09	2009-10
TOTAL ENROLLMENT	186	184	208	203	213
AVERAGE DAILY ATTENDANCE	97%	97%	97%	97%	97%
# OF FAMILIES	125	121	132	129	126
AVERAGE CLASS SIZE					
Pre-K	--	--	--	--	--
Kindergarten	--	--	25	24	22
Gr. 1	18	17	24	25	24
Gr. 2	21	22	17	23	25
Gr. 3	22	21	23	16	23
Gr. 4	25	26	23	23	17
Gr. 5	19	24	26	22	28
Gr. 6	25	20	25	26	23
Gr. 7	28	25	20	25	27
Gr. 8	28	29	25	19	24
RELIGIOUS AFFILIATION					
# Catholic	174	172	188	185	188
# Non-Catholic	12	12	20	18	25
RACE					
# White	179	177	200	195	200
# African-American	0	0	1	0	2
# Asian	0	0	0	0	0
# Other	7	7	7	8	11
SPECIAL LEARNING NEEDS					
# LEP	0	0	0	0	0
# 504 Students	7	7	10	9	9
# Title I	12	12	18	21	21
SOCIOECONOMIC FACTORS					
# Free/reduced lunch	23	26	30	30	34

FACULTY & STAFF INFORMATION

	2005-06	2006-07	2007-08	2008-09	2009-10
# FT Teachers	10	10	11	11	10
# PT Teachers	3	3	3	3	3
# FT Administrators	1	1	1	1	1
# PT Administrators	0	0	0	0	0
# FT Counselors	0	0	0	0	0
# PT Counselors	1	1	1	1	1
# FT Para-Educators	3	3	2	2	2
# PT Para-Educators	0	0	1	1	1
Average Daily Attendance	n/a	n/a	98%	98%	97%
% w/ Advanced Degree	56%	56%	53%	53%	61%
Average Years of Experience	15	16	16	17	19
# Teachers New to St. Dominic	1	1	1	0	0

PARISH INFORMATION

	2005-06	2006-07	2007-08	2008-09	2009-10
# Families	526	526	503	503	501
# Families w/ School-Aged Children	111	103	118	118	119
# Students in Parish Religious Education Program	12	15	15	18	25

TERRA NOVA ASSESSMENT RESULTS

GRADE: 3rd

Testing Month/Year: March

Name of Test: Terra Nova

Edition/Publication Year: 3rd Edition

Publisher: CTB McGraw-Hill

Any groups excluded from testing? Why? None

A = Anticipated Scores O = Obtained Scores

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	22		23		24		16		23	
% Tested	100%		100%		100%		100%		100%	
READING	A	O	A	O	A	O	A	O	A	O
	56	64	61	69	60	65	60	60	56	59
VOCABULARY	A	O	A	O	A	O	A	O	A	O
	55	59	60	65	59	65	58	65	56	62
READING COMPOSITE	A	O	A	O	A	O	A	O	A	O
	56	63	61	68	60	66	60	64	56	63

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	22		23		24		16		23	
% Tested	100%		100%		100%		100%		100%	
LANGUAGE	A	O	A	O	A	O	A	O	A	O
	57	62	61	73	60	73	59	62	56	63
LANGUAGE MECHANICS	A	O	A	O	A	O	A	O	A	O
	56	69	61	79	69	75	58	72	56	64
LANGUAGE COMPOSITE	A	O	A	O	A	O	A	O	A	O
	56	66	61	77	60	75	59	68	56	65

TERRA NOVA ASSESSMENT RESULTS

GRADE: 3

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	22		23		24		16		23	
% Tested	100%		100%		100%		100%		100%	
MATHEMATICS	A	O	A	O	A	O	A	O	A	O
	57	69	63	70	62	68	58	66	58	63
MATH COMPUTATION	A	O	A	O	A	O	A	O	A	O
	55	76	59	71	58	68	56	65	56	65
MATHEMATICS COMPOSITE	A	O	A	O	A	O	A	O	A	O
	56	72	61	71	60	68	58	67	58	65

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	22		23		24		16		23	
% Tested	100%		100%		100%		100%		100%	
SCIENCE	A	O	A	O	A	O	A	O	A	O
	56	73	61	77	59	67	58	66	56	62

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	22		23		24		16		23	
% Tested	100%		100%		100%		100%		100%	
SOCIAL STUDIES	A	O	A	O	A	O	A	O	A	O
	56	69	62	74	59	72	60	64	57	67

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	22		23		24		16		23	
% Tested	100%		100%		100%		100%		100%	
SPELLING	A	O	A	O	A	O	A	O	A	O
	54	67	57	67	59	79	56	65	54	59

TERRA NOVA ASSESSMENT RESULTS

GRADE: 3

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	22		23		24		16		23	
% Tested	100%		100%		100%		100%		100%	
WORD ANALYSIS	A	O	A	O	A	O	A	O	A	O
	55	80	61	72	59	69	57	76	55	70

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	22		23		24		16		23	
% Tested	100%		100%		100%		100%		100%	
TOTAL SCORE (NCE)	A	O	A	O	A	O	A	O	A	O
	57	66	62	72	61	70	60	65	57	63

Explain the growth or decline that has taken place over the last five years.

3rd grade Total Scores declined in 2008-09 and 2009-10. Declines in Reading and Spelling were most notable because they fell below 60. However, the obtained scores were consistently higher than the anticipated scores. For 2008-09, the low number of students and the fact that there were two students with 504 plans out of the 16 who were tested largely accounts for the decline. In the following year, the scores were lower due to the fact that there was one student who needed accommodations but who had not completed the special needs process in time to allow the student to take the test with much-needed accommodations. The average Total Score over the five-year period was 67.

Explain if a particular group of students is doing better or worse than the majority of students.

3rd grade scores, across the board, almost always meet or exceed Archdiocesan MNCE scores. Our 3rd grade tests are typically higher than the 5th grade scores, which are lower as a rule than both the 5th and 7th grade scores. All scores exceed the national average.

TERRA NOVA ASSESSMENT RESULTS

GRADE: 5th

Testing Month/Year: March

Name of Test: Terra Nova

Edition/Publication Year: 3rd Edition

Publisher: CTB McGraw-Hill

Any groups excluded from testing? Why? None

A = Anticipated Scores O = Obtained Scores

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	19		24		25		22		27	
% Tested	100%		100%		100%		100%		100%	
READING	A	O	A	O	A	O	A	O	A	O
	58	66	59	63	57	61	64	58	58	52
VOCABULARY	A	O	A	O	A	O	A	O	A	O
	58	71	58	62	56	60	62	64	57	60
READING COMPOSITE	A	O	A	O	A	O	A	O	A	O
	59	69	59	64	57	61	64	62	58	57

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	19		24		25		22		27	
% Tested	100%		100%		100%		100%		100%	
LANGUAGE	A	O	A	O	A	O	A	O	A	O
	59	66	59	65	57	60	63	64	58	60
LANGUAGE MECHANICS	A	O	A	O	A	O	A	O	A	O
	57	73	57	66	55	68	61	57	57	65
LANGUAGE COMPOSITE	A	O	A	O	A	O	A	O	A	O
	58	70	59	66	57	65	63	61	58	64

TERRA NOVA ASSESSMENT RESULTS

GRADE: 5

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	19		24		25		22		27	
% Tested	100%		100%		100%		100%		100%	
MATHEMATICS	A	O	A	O	A	O	A	O	A	O
	58	61	59	56	57	58	62	59	57	52
MATH COMPUTATION	A	O	A	O	A	O	A	O	A	O
	54	67	55	71	53	59	59	61	56	63
MATHEMATICS COMPOSITE	A	O	A	O	A	O	A	O	A	O
	58	65	58	64	56	60	61	61	56	58

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	19		24		25		22		27	
% Tested	100%		100%		100%		100%		100%	
SCIENCE	A	O	A	O	A	O	A	O	A	O
	59	66	59	55	57	58	62	61	57	52

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	19		24		25		22		27	
% Tested	100%		100%		100%		100%		100%	
SOCIAL STUDIES	A	O	A	O	A	O	A	O	A	O
	59	67	59	57	57	62	63	61	58	54

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	19		24		25		22		27	
% Tested	100%		100%		100%		100%		100%	
SPELLING	A	O	A	O	A	O	A	O	A	O
	55	67	56	59	54	57	58	59	55	64

TERRA NOVA ASSESSMENT RESULTS

GRADE: 5

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested										
% Tested										
WORD ANALYSIS	A	O	A	O	A	O	A	O	A	O

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	19		24		25		22		27	
% Tested	100%		100%		100%		100%		100%	
TOTAL SCORE (NCE)	A	O	A	O	A	O	A	O	A	O
	59	65	60	63	57	60	65	62	58	55

Explain the growth or decline that has taken place over the last five years.

2009-10 Total Score was the lowest in five years--10 pts. off the highest scores in 2005-06. The change made in the Math teacher did not improve scores except in Math Computation. Efforts concentrated on curriculum alignment and remediation in light of lower obtained scores over anticipated scores.

Explain if a particular group of students is doing better or worse than the majority of students.

3rd grade scores, across the board, almost always meet or exceed Archdiocesan MNCE scores. Our 3rd grade tests are typically higher than the 5th grade scores, which are lower as a rule than both the 5th and 7th grade scores. All scores exceed the national average.

TERRA NOVA ASSESSMENT RESULTS

GRADE: 7th

Testing Month/Year: March

Name of Test: Terra Nova

Edition/Publication Year: 3rd Edition

Publisher: CTB McGraw-Hill

Any groups excluded from testing? Why? None

A = Anticipated Scores O = Obtained Scores

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	28		25		20		24		27	
% Tested	100%		100%		100%		100%		100%	
READING	A	O	A	O	A	O	A	O	A	O
	60	66	64	67	64	69	63	62	67	65
VOCABULARY	A	O	A	O	A	O	A	O	A	O
	60	61	62	65	62	63	61	58	63	60
READING COMPOSITE	A	O	A	O	A	O	A	O	A	O
	60	64	64	67	63	67	63	61	66	63

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	28		25		20		24		27	
% Tested	100%		100%		100%		100%		100%	
LANGUAGE	A	O	A	O	A	O	A	O	A	O
	60	67	65	73	64	76	63	63	66	65
LANGUAGE MECHANICS	A	O	A	O	A	O	A	O	A	O
	58	72	63	75	61	72	62	70	64	64
LANGUAGE COMPOSITE	A	O	A	O	A	O	A	O	A	O
	60	71	64	75	63	75	63	69	67	66

TERRA NOVA ASSESSMENT RESULTS

GRADE: 7

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	28		25		20		24		27	
% Tested	100%		100%		100%		100%		100%	
MATHEMATICS	A	O	A	O	A	O	A	O	A	O
	60	63	67	64	64	64	63	64	67	69
MATH COMPUTATION	A	O	A	O	A	O	A	O	A	O
	56	76	63	62	60	71	63	71	67	77
MATHEMATICS COMPOSITE	A	O	A	O	A	O	A	O	A	O
	59	71	65	64	63	68	64	70	69	76

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	28		25		20		24		27	
% Tested	100%		100%		100%		100%		100%	
SCIENCE	A	O	A	O	A	O	A	O	A	O
	61	67	65	68	60	74	62	56	65	62

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	28		25		20		24		27	
% Tested	100%		100%		100%		100%		100%	
SOCIAL STUDIES	A	O	A	O	A	O	A	O	A	O
	61	60	64	64	64	65	62	59	65	67

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	28		25		20		24		27	
% Tested	100%		100%		100%		100%		100%	
SPELLING	A	O	A	O	A	O	A	O	A	O
	57	73	60	71	59	64	59	63	61	64

TERRA NOVA ASSESSMENT RESULTS

GRADE: 7

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested										
% Tested										
WORD ANALYSIS	A	O	A	O	A	O	A	O	A	O

	2005-06		2006-07		2007-08		2008-09		2009-10	
# Tested	28		25		20		24		27	
% Tested	100%		100%		100%		100%		100%	
TOTAL SCORE (NCE)	A	O	A	O	A	O	A	O	A	O
	60	66	65	68	64	71	64	65	69	69

Explain the growth or decline that has taken place over the last five years.

Total Scores have remained fairly consistent in Grade 7. Math scores rose w/ adjustment in faculty for 7th grade and re-alignment of Math curriculum. There has been a renewed emphasis on Language Arts and Science to counteract the decline in the past two years.

Explain if a particular group of students is doing better or worse than the majority of students.

3rd grade scores, across the board, almost always meet or exceed Archdiocesan MNCE scores. Our 3rd grade tests are typically higher than the 5th grade scores, which are lower as a rule than both the 5th and 7th grade scores. All scores exceed the national average.

**St. Dominic School
ASSESSMENT of CATHOLIC RELIGIOUS EDUCATION (ACRE)
TEST RESULTS*
2008-2011**

FAITH KNOWLEDGE	2007	2008	2009	2010	2011
<u>Domain I</u> God: Father, Son & Holy Spirit		A 96%	A 95%	A 91%	A 96%
<u>Domain II</u> Church: One, Holy, Catholic & Apostolic		P 78%	P 84%	P 74%	A 88%
<u>Domain III</u> Liturgy & Sacraments		P 77%	P 85%	P 81%	P 76%
<u>Domain IV</u> Revelation, Scripture & Faith		P 86%	A 88%	A 93%	P 84%
<u>Domain V</u> Life in Christ: Personal Morality & Catholic Social Teaching		P 65%	P 69%	P 68%	NI 63%
<u>Domain VI</u> Church History		P 71%	P 73%	P 82%	P 85%
<u>Domain VII</u> Prayer/Religious Service		NI 58%	P 71%	P 67%	P 82%
<u>Domain VIII</u> Catholic Faith Literacy		P 81%	P 82%	P 80%	A 89%

A	Advanced	(88% and above)	Superior knowledge and understanding
P	Proficient	(64%-88%)	Satisfactory knowledge and understanding
NI	Needs Improvement	(88% and above)	Superior knowledge and understanding

**St. Dominic School
ASSESSMENT of CATHOLIC RELIGIOUS EDUCATION (ACRE)
TEST RESULTS*
2008-2011**

FAITH KNOWLEDGE	2007	2008	2009	2010	2011
<u>Domain I</u> God: Father, Son & Holy Spirit		P 86%	P 86%	P 86%	P 87%
<u>Domain II</u> Church: One, Holy, Catholic & Apostolic		P 83%	A 90%	A 89%	P 87%
<u>Domain III</u> Liturgy & Sacraments		P 85%	A 91%	A 89%	P 81%
<u>Domain IV</u> Revelation, Scripture & Faith		A 97%	A 94%	A 94%	P 85%
<u>Domain V</u> Life in Christ: Personal Morality & Catholic Social Teaching		A 88%	A 88%	A 89%	P 85%
<u>Domain VI</u> Church History		P 70%	P 72%	P 84%	P 70%
<u>Domain VII</u> Prayer/Religious Service		P 79%	A 95%	A 88%	A 91%
<u>Domain VIII</u> Catholic Faith Literacy		P 83%	P 83%	P 83%	P 80%

A	Advanced	(88% and above)	Superior knowledge and understanding
P	Proficient	(64%-88%)	Satisfactory knowledge and understanding
NI	Needs Improvement	(88% and above)	Superior knowledge and understanding