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

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) _X Elementary _X Middle __ High __ K-12 __Charter

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

Official School Name Immaculate Heart of Mary School
(As it should appear in the official records)

School Mailing Address 5876 Veterans Way
(If address is P.O. Box, also include street address)

Burlington Kentucky 41005-8824
City State Zip Code+4 (9 digits total)

County Boone State School Code Number* 035410

Telephone (859) 689-4303 Fax (859) 689-5636

Website/URL www.ihm-ky.org E-mail ecolina@ihm-ky.org

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

_____ Date_____
(Principal's Signature)

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

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

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

_____ Date_____
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Jill Hamlin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
   _____ Elementary schools
   _____ Middle schools
   _____ Junior high schools
   _____ High schools
   _____ Other

   _____ TOTAL

2. District Per Pupil Expenditure: _____

   Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [x] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 5.5 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	38	33	71	7	23	36	59
K	38	33	71	8	21	29	50
1	41	34	75	9			
2	33	47	80	10			
3	34	35	69	11			
4	35	35	70	12			
5	44	28	72	Other			
6	32	32	64				
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					681

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

99 % White
0 % Black or African American
0 % Hispanic or Latino
1 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

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

7. Student turnover, or mobility rate, during the past year: .15 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	1
(4)	Total number of students in the school as of October 1	682
(5)	Total transferred students in row (3) divided by total students in row (4)	.00146
(6)	Amount in row (5) multiplied by 100	.15

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

Number of languages represented: _____
Specify languages:

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 17

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

10. Students receiving special education services: ___2__%
___12____Total Number of Students Served

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

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	____Specific Learning Disability
____Emotional Disturbance	__12_Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	__2____	___0____
Classroom teachers	__28___	___7____
Special resource teachers/specialists	__5____	___0____
Paraprofessionals	__9____	___0____
Support staff	__3____	___1____
Total number	__46___	___14___

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: __22 to 1__

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	98%	98%	99%	99%	99%
Teacher turnover rate	5%	12%	2%	2%	2%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Immaculate Heart of Mary School (IHM) is a PS-8th elementary school established by Immaculate Heart of Mary Parish under the direction of the Diocese of Covington, Department of Catholic Education. The educational program of Immaculate Heart of Mary exceeds the requirements set by the district/diocese and the school is accredited by the Kentucky Nonpublic Schools Commission, Inc. and Kentucky State Board of Education recognizes that accreditation. Instruction is provided in the following areas: religion, language arts (reading, spelling, oral and written language), mathematics, social studies, science, physical education, health and safety, fine arts (music and art), computer and internet skills, library and research skills. IHM also provides instruction in Spanish in grades K-8. Music is taught at all grade levels and piano keyboarding is taught in grades seven and eight.

It is the mission of Immaculate Heart of Mary School to cooperate with parents in providing quality education to its students. We strive to expand the students' religious, physical, emotional, social and educational development. Our Mission's Five Points below.

- *All Rooted In the Gospel of Jesus Christ*

The religious education program takes top priority at IHM. Students attend weekly liturgy as a whole school and also in smaller groups. IHM is school where all faith traditions can feel at home. Students, teachers and staff members strive to develop a deeper relationship with God through a strong faith community and relationships lived out every day. Our faith also calls us to service. Whether working to annually support Madonna House for unwed mothers with baby beds or raising money for Katrina Relief, our students put Mother Teresa's words into action "to see Jesus in the distressing disguise of the poor."

- *Quality Academic Education*

Students at Immaculate Heart of Mary School are challenged daily to meet their full potential. The Diocese of Covington provides a challenging curriculum framework, which is student-centered and built upon national standards (NCTM, NCTE, etc.) IHM expands upon and enhances the diocesan curriculum. The goal: Prepare students for high school, higher education and to be life-long learners. A strong Academic Team and Governor's Cup Team, science, piano and computer lab, Student Council, sports program and Service Clubs all enhance the academic program at IHM. WE also have strong participation in Odyssey of the Mind, Math Olympics, and First Lego League. We offer remedial as well as gifted/enrichment classes.

- *Christian Values*

Beyond strong academics, IHM seeks to develop responsible citizens of the 21st Century. Look around Immaculate Heart of Mary School and you will see students devoted to service to the parish and the local community. There is also a global component to the IHM program! Our faith calls us to be of service to others and to see Jesus in every aspect of our lives.

- *Teachers & Parents Working Together*

It's all about teamwork! Parent involvement is what makes Immaculate Heart of Mary School possible. On any day you will find caring and supportive parents working with teachers to model cooperation, teamwork and respect. There are plenty of opportunities for parent volunteers at IHM. We have an automated registration system that lists all volunteer opportunities and places names in a database of great volunteers. We have an active parent group that meets regularly but the real work happens everyday!

- *Enriched by the Arts & Technology*

Advancements for the 21st century make it imperative that our students be skilled, not only in technology but also more importantly in the moral attitudes needed to make safe, responsible technological choices. Internet access in each classroom as well as in the lab, gives students the opportunity to learn about our world! The Art Museum, Children's Theater, Picture Person and a strong program of cultural education enhances the academic program at IHM. (See Part V, #3)

PART IV – INDICATORS OF ACADEMIC SUCCESS

Part IV – Item 1.) Assessment Results – Immaculate Heart of Mary School examined its most recent Terra Nova testing results and found the average (mean) NCE Score in reading (67.6 compared to a 65.8 cutoff) and mathematics (75.0 compared to a 64.1 cutoff) from the highest grade tested (7th Grade) and the most recent year administered (Spring 2005). These scores exceeded the 90th percentile cutoff and thus "will be considered sufficient evidence that the school is in the top 10 percent of all schools nationally".

Nationally normed standardized achievement tests (Terra Nova and InView) are administered each spring to students in Grades 1 through 7. Students in Grade 8 who will be attending a Diocesan High School are required to take a high school entrance exam at the high school they will be attending. Immaculate Heart of Mary School participates in the diocesan high school entrance tests given at the end of the eighth grade year. Our district high school offers to students with the highest entrance test score and highest 7th Grade Terra Nova scores (Carlin Award) or the Wolff Scholarship. Since 2003, IHM has won 3 of these awards.

In 2002 all the schools in the Diocese of Covington were required to change from the CAT/5 norm referenced test to the Terra Nova Complete Battery Test, published by CTB McGraw-Hill. In addition, students in Grades 3 and above also take the InView Test of Cognitive Skills. Terra Nova and InView have coordinating data that allows IHM School to review whether or not a student is working to his or her ability. This information is a great value to teachers and parents.

There was an expected drop in scores experienced during the first year of the more recently normed Terra Nova test, especially in 3rd grade. From Grade 3, scores continue to rise the longer students remain in our system. Scores are consistently above the national averages and competitive among diocesan standards in all areas and at all grade levels. IHM School tests <u>all</u> students, regardless of learning disabilities, attention issues, etc. In the last five testing years, 100% of students in grades 1-7 were tested, regardless of any alternative learning plans, and results averaged with all other students. Even though IHM includes all students' results in its scores, the test data provided at the end of this document demonstrates overall strength in academics.

The school curriculum is annually reviewed and updated to reflect the needs of students as determined by the individual reports from Terra Nova. The IHM / Diocesan curriculum is aligned with national standards, and therefore should be aligned with our testing program and texts.

IHM School has made great efforts to review its curriculum and sequencing of instruction to determine any gaps or misplaced academic objectives. The Terra Nova scores have been helpful in determining areas of improvement and curriculum alignment. In the 2003-2004 school year, a graduate student cohort group from the University of Cincinnati was asked to review our third grade scores, offer recommendation and investigate lower third grade scores. Curriculum adjustments were made and ability grouping was eliminated in grade 3.

Also of assistance have been Item Analysis reviews, which helped teachers to address specific objectives in our curriculum, which needed reinforcement and added attention.

Immaculate Heart of Mary School Kindergarten children are assessed at the end of the school year to determine readiness for Grade One. Incoming kindergarten students are screened via a joint process of assessment of Boone County Educational Services and IHM School. An assessment is also conducted on students entering first grade who have not been in IHM Kindergarten.

Part IV – Item 2.) Using Assessment Results – Students are assessed each spring. Once the results are returned from McGraw-Hill, the administrator gathers grade level data and shares it with the appropriate faculty members. Curriculum committees review data in a specific academic area and make recommendations for any changes, additions or areas of emphasis for the following school year. The committee reviews goals and objectives periodically. In some cases, new textbooks have been purchased as a recommendation of the committee. Recently, a new science program (and texts) was initiated, in response to science scores. Test scores were also a consideration when it came to hiring new staff. We searched for and hired a new science teacher whose background was steeped in science curriculum and hands-on methods. IHM also reviewed testing results in Language Arts in 2004. The Terra Nova scores were again, a "piece of the puzzle" and, together with interviews of past IHM students now in high school, we added a Writing Resource teacher to our staff to improve writing skills.

Each year teachers review the combination of Terra Nova (norm-referenced) results and InView (Test of Cognitive Skills). If a student scores high on ability (TCS) and low on achievement (TN) we can look to see if that student is or is not working to his or her ability. That information is shared with the appropriate teachers. These scores are described by CTB as "Obtained" vs. "Anticipated"

In the current 2005-2006 school year, IHM School initiated an Enrichment/Gifted and Talented Program. Students in Grades 4, 5, or 6 who scored in the 90th percentile and above on the Terra Nova and scored a Cognitive Skills Index of 118 or higher, were invited to participate in an extended learning program. IHM has approximately 70 students participating. (11% of the K-8 population, or 31% of all 4, 5 and 6 grade students)

Part IV – Item 3.) Communicating Assessment Results – Once the testing results are received from CTB Scoring Center, Immaculate Heart School communicates individual results to parents. If the results are received by the final grading period of the year, parents receive the results with the final report card. If the results are received over the summer months, individual reports are sent to parents when school begins in the fall. Whole grade level school results in each tested academic area (Reading, Language Arts, Math, Total Battery, Science, and Social Studies) are presented to the School Board and communicated to parents at a Parent Teacher Organization meeting. Results are also placed in Public Relations materials and on the IHM School website. The results show IHM scores in relation to National and Diocesan/District averages.

Over the summer, the school administrator often meets with individual parents to review student results and to explain specific scoring. These meetings often take place with parents of students who are struggling or being evaluated for learning issues.

Norm-referenced test results are by no mean the only forms of assessment communicated to parents. Numerous criterion referenced tests, project rubrics, writing portfolios, and daily-assessed work are reviewed with parents at Parent Teacher Conferences and throughout the school year.

Student progress is also reported through a mid-term progress report and formal report cards. Teacher email, newsletters, teacher web pages all enhance communication of homework, project results, etc. School wide communication of information takes place via a Wednesday Newsletter assembled by volunteer parents. The school also has a sophisticated and well-maintained presence on the web that serves to communicate assessment results.

Part IV – Item 4.) Sharing Success – Student academic achievements, high test scores, scholarships received, etc. are all shared with the wider community in a number of ways. Our participation and achievements in Lego League (20 students), Math Olympiad (23) and Odyssey of the Mind (21) are well publicized in the local Cincinnati and northern Kentucky newspapers. Our Odyssey of the Mind team won the State Competition and was invited to attend the World competition in Colorado in 2005. We began Governor's Cup Competitions/Testing in the 2003-2004 school year and sent representatives to the State Competition in various academic areas and also sent teams for Quick Recall and Future Problem Solving. This was accomplished in our first year of competition. IHM invites an average of 35 students in grades 5 and 7 to test in the Duke Talent Identification Program each year. These achievements are always well publicized and shared with the community at large and with other school communities. Three Academic Teams (30 students), Diocesan competitions, annual in-services, workshops and conferences allow other schools to see the successes found at diocesan schools.

IHM has hosted Diocesan/District Board meetings, kindergarten and preschool meetings and will host the February 2006 Association of Educational School Administrators meeting. Informally, IHM has shared with schools the progress made in technology, cafeteria automation and preschool requirements. One of IHM's teachers, now our Assistant Principal, Mrs. Sanfilippo, was a recipient of the Diocese of Covington Teacher of the Year Award -the first year it was awarded. Our principal, Mr. Colina, was awarded the 2005 *AD.* Albright Award, given by the Northern Kentucky Chamber of Commerce and the Kentucky Post. This prestigious award recognizes the administrator who has made outstanding contributions to promote educational excellence in Northern Kentucky.

PART V – CURRICULUM AND INSTRUCTION

Religious Education takes priority at IHM. The school provides a strong foundation of religious education. Teachers and students take our call to service seriously. Canned food drives for St. Vincent DePaul, St. John Bosco Clubs, and 8th Grade garden projects are just a few examples of IHM students working locally and globally. Weekly liturgies provide focus and our call to be broken and shared for the life of the world. IHM is a Catholic school where all faiths can feel at home.

Mathematics – IHM follows the principles of the National Council for Teachers of Mathematics. Students learn to value mathematics, reason and communicate mathematically, learn to use technology for math and become creative and mathematical problem- solvers. Most 5 through 8 Grade classrooms are equipped with SMART Boards or LCD projectors or ELMO Digital Document Projection Systems.

Language Arts – Our curriculum includes literature, reading, the "Writing Process", spelling, listening, thinking and speaking. Through a command of language, students are able to interpret personal experiences as well as other's experiences and cultures. Recently we began offering writing resource classes and initiated student portfolio as an additional way to introduce a new Language Arts Curriculum.

Science – Instruction at IHM in the sciences encourages students to appreciate, with wonder and joy, the universe and enjoy their environment. A hands-on approach is used; dissecting begun in grade 5 sparks questions and a sense of awe. ELMO document cameras and LCD projection systems allow students to view dissecting and other science experiments on an enlarged screen.

Social Studies –Instruction in Social Studies at IHM encourages the knowledge, skills, and attitudes necessary to respect, and practice the "ways of the scholar, the artisan, the leader, and the citizen in support of the common good." Underground Railroad and Holocaust units, in conjunction with a local university, speakers and fieldtrips enhance the students' appreciation of diversity and historical struggles. Students also participate in the National Geographic "Geo-Bee".

Fine Arts – All IHM students receive weekly art instruction by a specialized teacher. One of the highlights of the school year is IHM Fine Arts Week. There are also quarterly exhibits in our library from the Cincinnati Art Museum. Recently, IHM has had winners in the Diocesan Art Competition. Grades K-6 receive music instruction and students in Grades 7 and 8 receive piano keyboard lessons in a 26-unit piano lab. Sixty-five students receive private music lessons, which are available to K-8 students during and after the school day.

Physical Education – Physical Education is taught once a week by a specialized teacher. The beautiful IHM gym as well as soccer fields, school grounds and adjacent Boone Woods featuring tennis courts, Frisbee golf, etc. are used for these classes. Cross-country for grades K-4 is offered as well as a snow ski club of well over 200 students and bowling club (over 200 students).

Spanish – Students in grades K-3 are exposed to a weekly, paced video program "Espanol Para Ti" aided by a Spanish resource person in each classroom. Students in grades 4 through 8 are given weekly direct Spanish instruction from a certified Spanish teacher. Grades 4-8 receive 45 min/week for the entire year.

Technology – We strive to integrate technology with our academic curriculum. Students learn key-boarding and word processing skills, databases, spreadsheets, PowerPoint and web design. The technology program is aided by in-class computers, a 30 unit lab, web access, closed circuit TV/video access, automated Library and cafeteria systems, LCD projectors, SMART board and ELMO document cameras.

Remedial Classes in Math and Reading are offered to students who are struggling in these academic areas. Certified teachers devise innovative and meaningful ways to meet the needs of close to 35students. Student Enrichment / Gifted Classes are offered to 70 students in Grades 4, 5, or 6 who scored in the 90th percentile and above on the Terra Nova and scored a Cognitive Skills Index of 118 or higher.

2a. **(Elementary Schools) Reading Curriculum -** Immaculate Heart of Mary School utilizes a phonetic-linguistic approach to Reading, emphasizing multi-sensory experiences to enhance differentiation. Also, modified 4-Block strategies are incorporated into our Language Arts curriculum. Synthetic-analytic instruction that is developmentally appropriate is a key component of our methodology. A basal Reading series, cross-curricular trade books and units, a wide variety of assessment and diagnostic tools, a remedial program, technological resources, and teacher-developed materials are included. Our selection of materials relied heavily on research evolving from the Orton-Gillingham Method. We examined our testing results (Terra Nova) and evaluated our areas of weakness, as well as our strengths, in a longitudinal study. Adapting and refining essential elements of several approaches allow our teachers the ability to develop strategies that effectively meet the needs of our students. We employ the use of Book Shares, Peer Conferencing, Readers' Theatre, Cloze statements, Choral Reading and Debating. Often you will find elementary students involved in Guided Reading, interviewing, journaling, Think-Pair-Share and using Venn Diagrams for comparing and contrasting as well as KWL charts (base learning on students' prior knowledge). We provide on-going professional growth opportunities for our staff to explore additional methodologies. Our students participate in several extra-curricular activities such as Book Fest at Northern Kentucky University and a cross-curricular Literature and Social Studies Project on the Holocaust. This unit is presented in conjunction with Hebrew Union College. In the summer of 2005, Immaculate Heart of Mary School won the Boone County Summer Reading Competition. We also participate in various writing projects (Young Authors) and have rigorous summer reading list for grades 1 through 8. For students struggling in Reading, IHM offers a Reading Resource teacher who meets with students daily.

3. (Elementary Schools) Fine Arts Curriculum - Concentrating on the fourth point of our school Mission, a committee of teachers and parents developed a strong Fine Arts Curriculum based on National Fine Arts Standards. As part of efforts to increase the study of Fine Arts, the Committee developed "Art Trunks" used to infuse the arts into various academic areas of study. Integrating the Fine Arts into Social Studies classes, Religion classes, etc. enriches our academic curriculum. The trunks are thematic (Underground Railroad, Renaissance, Stars, The Bible/Ten Commandments, Native Americans, Rain Forest, etc.) Included in the trunks are books, CD's, DVDs, posters, and art activities that will enrich the subjects taught and extend the students' studies to include more right brain and hands-on activities. IHM School also presents an annual "Fine Arts Week". During this week IHM School halls are converted into an Art Museum of 70-plus prints of famous artists from DaVinci to Warhol- Monet to Pollack. Classes study an "artist of the month" (Klimt, Benton, etc). Throughout the year we schedule three exhibits shipped from the Cincinnati Art Museum and set up in our school library. A docent from the museum addresses students about items in the exhibits. During Fine Arts Week we featured an artist and composer of the day. At lunchtime, classes viewed a live vignette of DaVinci ' s Last Supper in the cafeteria, while listening to Tchaikovsky. On Tuesday, a multi-media vignette of Michelangelo painting the Sistine Chapel ceiling and Mozart were presented. Continuing on Wednesday - Van Goth/Beethoven; Thursday - Monet/Chopin and Friday Jackson Pollack and Aaron Copeland were featured. Scavenger hunts for the 70 art prints continued in the halls throughout the week. Dance components were added to all of our P .E. classes. “Picture Persons” visit the classrooms throughout the week and we scheduled visits to the gym to interact with 8 local artists, featuring oil painting, batik, a textiles/weaver, potter, photographer, woodcarver and stonecutter Richard Young, of Rabbit Hash, Ky.

4. Instructional Methods - Immaculate Heart of Mary believes strongly in the philosophy of differentiation in the classroom. Teachers are facilitators and classrooms are student-centered. There are currently 11 students with active IEPs and 33 students have Alternative Learning Plans (an in-house program which offers specific classroom accommodations to students with learning challenges that do not meet the criteria for an IEP). For these and for all of our students, teachers make use of a combination of visual, auditory and kinesthetic (tactile) learning environment. We encourage metacognition (students think about their own thinking as they work to solve problems). Students learn the processes of learning! Our students are involved in modeling correct strategies and teachers employ the use of "Scaffolding" learning process when teaching new concepts. Students make predictions, retell, and summarize information. Problem-solving strategies, patterns, organizing, classifying and information sequencing are all common in HIM classrooms. We use peer tutoring and reciprocal teaching. We are committed to making connections to real world situations/experiences. Through the use of Cooperative Learning Groups, students of all ages are invited to work together, share strategies and explore their gifts as active participants in their own learning. We employ flexible grouping within classrooms by content taught. We pride ourselves on experiential learning and devote a significant budget figure to field trips and instruction off-site. Leadership and team-building skills (emphasized with our Junior High students) are taught, tested and refined during some summer sessions and reinforced at an outdoor education center over three days. The methods are hands-on, real life and is truly learning that "sticks" with our students. A variety of instructional methods are specific to the Reading classroom. -See 2A -Reading Curriculum

Professional Development - Our choices for professional development are data driven. Curriculum committees determined areas of concern by examining our standardized tests and teacher evaluations. Teachers indicate priorities for professional growth opportunities at the beginning of each year. Our assistant principal matches need with available in-services for each individual teacher or staff member. Departments and/or grade levels are encouraged to attend seminars/workshops as a group as this is a more effective way to implement new strategies and develop curriculum enhancements. Staff members are invited to share their experiences with the faculty at subsequent meetings. Direct impact on student achievement has been documented, especially in the areas of Reading, Technology, and multisensory education. Northern Kentucky University has a consortium that offers in-service to teachers in our area. Non-Public schools and IHM in particular, take part in this endeavor. The Diocese of Covington periodically offers in-service such as Differentiation of Instruction by Dr. Wormeling in the 2004-2005 school year. All of our teachers and staff participated. In addition, HIM School provides tuition grants for those pursuing graduate degrees. Our PD and in-service budget is around $7,500.00. Our local PTO helps to support ongoing education and teacher training. As of November 1st of the current school year, IHM teachers attended workshops include Using Technology (K-2), Extending the Mathematical Challenge: a Look at Teaching Mathematics Around the Globe; Teaching Comprehension: Seven Strategies Proficient Readers Use; The Multisensory Reading Teacher; Meeting Standards With Science and Math Centers. Seven staff members are currently receiving tuition assistance for graduate classes. We also sent our cafeteria staff to Tennessee for a two-day conference on Food Service and Automation. All staff members participate in the Diocesan-wide VIRTUS training – “Protecting God's Children”.

PART VI - PRIVATE SCHOOL ADDENDUM

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

1. Private school association(s): The Kentucky Non-Public Schools Commission, Inc., NCEA, KY League for Educational Alternatives, ASCD

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes __x___ No _____

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

$ 3,100_ K	$ 3,100_ 1st	$ 3,100_ 2nd	$ 3,100_ 3rd	$ 3,100_ 4th	$ 3,100_ 5th
$ 3,100_ 6th	$ 3,100_ 7th	$ 3,100_ 8th	$_____ 9th	$_____ 10th	$_____ 11th
$_____ 12th	$_____ Other				

4. What is the educational cost per student? (School budget divided by enrollment) $_3225_

5. What is the average financial aid per student? $_1182_ per student receiving aid

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? __4___%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? __9___%

PART VII - ASSESSMENT RESULTS

ASSESSMENTS Grade 7 Reading
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 7 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	**67.6**	61.7	65.7
Number of students tested	47	48	43
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	NA	NA
1._____(specify subgroup)			
Number of students tested			
2._____(specify subgroup)			
Number of students tested			
3._____(specify subgroup)			
Number of students tested			
4._____(specify subgroup)			
Number of students tested			

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS Grade 7 Math
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 7 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	**75.0**	67.4	71.0
Number of students tested	47	48	43
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	NA	NA
1._____(specify subgroup)			
Number of students tested			
2._____(specify subgroup)			
Number of students tested			
3._____(specify subgroup)			
Number of students tested			
4._____(specify subgroup)			
Number of students tested			

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS Grade 6 Reading
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 6 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	63.3	63.5	60.7
Number of students tested	67	50	49
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	NA	NA
1._____(specify subgroup)			
Number of students tested			
2._____(specify subgroup)			
Number of students tested			
3._____(specify subgroup)			
Number of students tested			
4._____(specify subgroup)			
Number of students tested			

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS Grade 6 Math
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 6 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	64.0	71.0	63.6
Number of students tested	67	50	49
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	NA	NA
1._____(specify subgroup)			
Number of students tested			
2._____(specify subgroup)			
Number of students tested			
3._____(specify subgroup)			
Number of students tested			
4._____(specify subgroup)			
Number of students tested			

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS Grade 5 Reading
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 5 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	60.8	61.2	68.5
Number of students tested	75	73	50
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	NA	NA
1._____(specify subgroup)			
Number of students tested			
2._____(specify subgroup)			
Number of students tested			
3._____(specify subgroup)			
Number of students tested			
4._____(specify subgroup)			
Number of students tested			

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS Grade 5 Math
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 5 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	62.3	60.6	71.0
Number of students tested	75	73	50
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	NA	NA
1._____(specify subgroup)			
Number of students tested			
2._____(specify subgroup)			
Number of students tested			
3._____(specify subgroup)			
Number of students tested			
4._____(specify subgroup)			
Number of students tested			

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS Grade 4 Reading
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 4 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	63.1	59.7	60.1
Number of students tested	70	75	75
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	NA	NA
1._____(specify subgroup)			
Number of students tested			
2._____(specify subgroup)			
Number of students tested			
3._____(specify subgroup)			
Number of students tested			
4._____(specify subgroup)			
Number of students tested			

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS Grade 4 Math
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 4 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	64.8	59.2	58.4
Number of students tested	70	75	75
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	NA	NA
1._____(specify subgroup)			
Number of students tested			
2._____(specify subgroup)			
Number of students tested			
3._____(specify subgroup)			
Number of students tested			
4._____(specify subgroup)			
Number of students tested			

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS Grade 3 Reading
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 3 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	57.2	59.3	61.4
Number of students tested	70	74	75
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	NA	NA
1._____(specify subgroup)			
Number of students tested			
2._____(specify subgroup)			
Number of students tested			
3._____(specify subgroup)			
Number of students tested			
4._____(specify subgroup)			
Number of students tested			

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS Grade 3 Math
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 3 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	March	March
SCHOOL SCORES					
Total Score	57.6	58.8	60.1		
Number of students tested	70	74	75		
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES	NA	NA	NA	NA	NA
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS Grade 2 Reading
REFERENCED AGAINST NATIONAL NORMS

Subject___Reading_____ Grade__2____ Test_____Terra Nova_____

Edition/Publication Year_2001____ Publisher____CTB McGraw-Hill_____

Scores are reported here as (check one): NCEs__X_ Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	62.9	65.0	63.7
Number of students tested	69	72	75
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	NA	NA
1._____(specify subgroup)			
Number of students tested			
2._____(specify subgroup)			
Number of students tested			
3._____(specify subgroup)			
Number of students tested			
4._____(specify subgroup)			
Number of students tested			

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS Grade 2 Math
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 2 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	65.7	63.5	69.8
Number of students tested	69	72	75
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	NA	NA
1._____(specify subgroup)			
Number of students tested			
2._____(specify subgroup)			
Number of students tested			
3._____(specify subgroup)			
Number of students tested			
4._____(specify subgroup)			
Number of students tested			

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS Grade 1 Reading
REFERENCED AGAINST NATIONAL NORMS

Subject___Reading_____ Grade__1____ Test_____Terra Nova_____

Edition/Publication Year_2001____ Publisher____CTB McGraw-Hill_____

Scores are reported here as (check one): NCEs__X_ Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	63.0	65.6	64.1
Number of students tested	77	72	73
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	NA	NA
1._____(specify subgroup)			
Number of students tested			
2._____(specify subgroup)			
Number of students tested			
3._____(specify subgroup)			
Number of students tested			
4._____(specify subgroup)			
Number of students tested			

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS Grade 1 Math
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 1 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	63.1	66.3	62.5
Number of students tested	77	72	73
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	NA	NA
1._____(specify subgroup)			
Number of students tested			
2._____(specify subgroup)			
Number of students tested			
3._____(specify subgroup)			
Number of students tested			
4._____(specify subgroup)			
Number of students tested			

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					