

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

## U.S. Department of Education

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

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

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

School Mailing Address 2845 Erie Avenue  
(If address is P.O. Box, also include street address)

Cincinnati Ohio 45208-2353  
City State Zip Code+4 (9 digits total)

County Hamilton State School Code Number\* IRN 055319

Telephone ( 513 ) 321-0703 Fax ( 513 ) 533-5517

Website/URL smshp.com E-mail jwelling@smshp.com

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

\_\_\_\_\_  
(Principal's Signature) Date Dec.15, 2005

Name of Superintendent\* Bro.Joseph Kamis  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Cincinnati Tel.(513) 421-3131

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

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

Name of School Board  
President/Chairperson Mrs. Maripat Wooliver  
(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.

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

## **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  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   27   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:

<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>	<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>
<b>PreK</b>	N/A			<b>7</b>	21	32	53
<b>K</b>	24	29	<b>53</b>	<b>8</b>	24	25	49
<b>1</b>	22	33	<b>55</b>	<b>9</b>			
<b>2</b>	29	27	<b>56</b>	<b>10</b>			
<b>3</b>	30	28	<b>58</b>	<b>11</b>			
<b>4</b>	28	28	<b>56</b>	<b>12</b>			
<b>5</b>	20	34	<b>54</b>	<b>Other</b>			
<b>6</b>	27	32	59				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>493</b>

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

6. Racial/ethnic composition of the students in the school:
- |       |                                     |
|-------|-------------------------------------|
| _____ | 96 % White                          |
| _____ | 2 % Black or African American       |
| _____ | 1% Hispanic or Latino               |
| _____ | .8% Asian/Pacific Islander          |
| _____ | .2 % American Indian/Alaskan Native |
|       | <b>100% Total</b>                   |

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: \_\_\_\_\_8\_\_%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	4
<b>(4)</b>	Total number of students in the school as of October 1	505
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.008
<b>(6)</b>	Amount in row (5) multiplied by 100	.8

8. Limited English Proficient students in the school: \_\_\_\_\_0\_\_%  
 \_\_\_\_\_0\_\_ Total Number Limited English Proficient  
 Number of languages represented: \_\_\_\_\_N/A\_\_\_\_\_

Specify languages:

9. Students eligible for free/reduced-priced meals: \_\_\_\_\_3\_\_%  
 Total number students who qualify: \_\_\_\_\_15\_\_

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: 5 %  
23 Total Number of Students Served

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

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	<u>1</u> Early Childhood

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>    </u>
Classroom teachers	<u>18</u>	<u>    </u>
Special resource teachers/specialists	<u>4</u>	<u>9</u>
Paraprofessionals	<u>    </u>	<u>9</u>
Support staff	<u>2</u>	<u>2</u>
Total number	<u>25</u>	<u>20</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 1:27

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96.6 %	96 %	95 %	97 %	97 %
Daily teacher attendance	96 %	98 %	94 %	96 %	97 %
Teacher turnover rate	12 %	12 %	4 %	14 %	20 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

---

## **PART III - SUMMARY**

---

For almost 100 years St. Mary School has existed in Cincinnati, Ohio as a parish school with a reputation for providing an exceptional educational experience to the children in the Hyde Park community just seven miles north of downtown Cincinnati. The Sisters of Charity opened the first St. Mary Grade School in 1908 and shortly thereafter a high school curriculum was added. By 1964 the high school students had moved to new buildings and the K-8 students happily expanded into the high school building.

In 2000 the parish built an addition to the school and provided major renovations. In addition to allowing for installation of the latest computer technology, library and several classrooms, the new construction was designed to be physically accessible as well as adaptable for future educational needs.

In 1986 and again in 1994 St. Mary was recognized as a National School of Excellence and a Blue Ribbon School. The visiting examiners described St. Mary as a positive, nurturing atmosphere where each child is encouraged by caring adults who recognize their individual importance. Education is really working at St. Mary and the motto "Love Spoken Here," is alive in action. Since those awards the school has consistently increased its educational opportunities and reputation under the leadership of the same administration. It has never waived from its mission *to educate, inspire, and energize children with an emphasis on faith, academic excellence, and commitment to service.*

Spanish for all students K through 8, additional enrichment and remedial math teachers, a junior high Elective Program, and supplementary science and art clubs are examples of newly initiated learning opportunities. Students can complete Spanish I and Algebra before entering high school. The Elective Program offers 7<sup>th</sup> and 8<sup>th</sup> graders a choice of one course each quarter that promotes PE or the fine arts.

Consistent since 1988 the Talents Unlimited Program has been an underlying component of SMS's educational plan to teach *all* students K-8, not just gifted, how to think both creatively and critically. Based on the multiple talent approach, St. Mary is a National Demonstration School of Talents and educators from all over the United States have come to see Talent classes taught in K-8. The goal is for students to understand and apply the thinking skills to their real life situations, for the rest of their lives.

Students learn at St. Mary. Besides high test scores SMS graduates consistently earn high school scholarships and attain National Merit Finalist status. The class of 2005 was offered \$192,800 in high school scholarships. This year three 2002 graduates are National Merit Semi-finalists. Students with learning difficulties, hearing impairment, and emotional problems are also welcome and can achieve success at St. Mary. During the school day support personnel hired by the school and five private tutors enhance the classroom learning and provide necessary assistance.

Parents are an integral part of the success story of St. Mary School. Teachers and parents are true partners in the education of each child and together they strive to provide a great amount of enrichment and support for the learning and vitality of the school day. Parents give countless hours of volunteer work in the classroom, athletic program, and office. It is rare that a parent doesn't volunteer in some capacity throughout the year. Parents in PTO, Education Commission, School Advisory Board, the Annual Fund Drive, and the Technology Team hold strong, active leadership roles vital to the school.

The heart and the vision of St. Mary School rests in the Catholic faith that permeates and energizes the school. Community service is wide spread; responding to national tragedies like Katrina and local needs like toys at Christmas and food drives take high priority. Reaching out to others gives the students an opportunity to put their faith into action. High test scores on the Assessment of Catechesis Religious Education (ACRE) indicate that students are also achieving the knowledge of Catholic teaching and tradition.

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

---

### **Part IV – 1 Explanation of Assessment Results**

St. Mary School students in grades 2, 4, 6, and 8 take the Terra Nova Achievement Test every October as mandated by the Archdiocese of Cincinnati. This test is a nationally normed achievement test that compares students in second, fourth, sixth and eighth grades across the country. The scores reported here are in percentiles. After comparing the percentiles of St Mary students with the Student Percentile Equivalent for the 90th School Percentile chart prepared by CTB McGraw-Hill it is obvious that St Mary students fall in the top 10% of the nation. This is further verified by looking at the School Mean NCE. In all grades tested the Mean NCE is above the 90th percentile of National School norms.

In each grade tested there is given an anticipated as well as an obtained Median National Percentile score. The students in the second, fourth, sixth and eighth grade always obtained a higher score than anticipated by the testing company. This is based on the cognitive ability test (IN VIEW) that is also given at the same time by CTB McGraw-Hill.

There is a consistency in the percentiles for reading in the last three years at all grade levels. The fact that St Mary students always score in the top 10% of the nation indicates the strength of the reading program. It is interesting to note that the eighth grade in the last three years has scored the highest percentiles of all four grades in reading. This speaks to the fact that the longer a student stays at St. Mary School the better the results are for each student.

There is a similar consistency in mathematics scores. Although there is an insignificant drop in the 2005 results from the second grade to the eighth grade, the scores in 2005 are higher from the fourth to the sixth to the eighth grade in mathematics. The chair of the math department at St. Mary has been involved in a unique program for math teachers at Xavier University for the past two years. Monthly classes during the school year and two weeks of classes during the summer have offered training in constructivism. This has translated into students using more hands-on manipulatives in order to increase both their interest and understanding of math concepts.

Minority students generally do as well as other students. When minority students enter St Mary School at the sixth grade or higher, these students frequently start off slower than those students who have attended the school since primary grades. The longer they stay, however, the better their scores become on standardized tests and teacher made tests.

St. Mary students have achieved well on standardized tests because there is a belief that learning and success through achievement are important. The use of the Talents Unlimited program in all classes excites students and fosters higher level thinking skills. Students begin in kindergarten to learn *how* to think. Specific creative and critical thinking skills are taught in all subjects in all grades. This training prepares students to give above grade-level responses on written questions for standardized tests. St Mary students are indeed Talented!

## **Part IV – 2 Using Assessment Results**

Because the standardized tests results are important to the professional staff at St. Mary, data from the Terra Nova test is studied thoroughly and utilized to improve instruction in many ways. As soon as the testing results arrive teachers immediately study their class and individual student scores. The coordinator of standardized testing, a veteran teacher who was a member of the Archdiocesan School Office team that selected the Terra Nova for catholic schools and is trained in interpreting Terra Nova results, facilitates a meeting of *all* staff K-8 to review the results and how to best analyze the strengths and weaknesses of the school's curriculum.

Department chairs use the next department meeting to discuss the findings in their specific subject. Building and grade level trends are compared to the previous years. Each department uses building-wide scores to discuss changes in teaching methodology, intervention, or testing strategies. From these discussions changes begin in order to address areas of concern.

If a student has scores below the expected level based on anticipated (cognitive) score, then teachers consult with the school psychologist to determine the next steps. Parents often initiate a call to the school psychologist to address concerns as well. Follow-up frequently includes further individual testing of the student and/or a team meeting with the school psychologist, teachers, principal and parents.

The principal reviews results with individual teachers if Terra Nova scores are below the expected level in the subject that s/he teaches. They discuss the teacher's use of assignments, assessment, and projects to assure students are challenged to their ability.

## **Part IV – 3 Communicating Assessment Results**

Communication between home and school is at the heart of St. Mary School's success. The school works diligently to communicate student performance to parents, students and the community. It is crucial that parents receive the standardized testing results so that they can best partner with the school in the education of their child.

The Terra Nova scores and accompanying explanation are sent home to parents as soon as they arrive. Parents are invited to meet with the teacher or the school psychologist if they have concerns or would like a more detailed report. The results for each grade level are published immediately in the school's monthly newsletter. The testing results are also available year round on the school's website, [www.smshp.com](http://www.smshp.com), and in the printed information booklet "*Discover St. Mary*" given to perspective parents. The principal and coordinator of testing shares the Terra Nova scores with the Education Commission and the PTO Board.

Parents meet with teachers at the beginning of each year following their child's schedule so that they might understand the academic and behavioral expectations of each subject. Throughout the year St. Mary's parent hotline is changed daily by teachers and principal who leave a current message indicating classroom activities and assignments. With this advantage parents know when tests are scheduled, coming home, and projects due. In addition Edline is available to junior high parents so they can check daily on grades and missing assignments. Teacher websites also communicate class assignments and helpful links for learning.

Student performance is also promoted to the community through the weekly newspapers *Eastern Hill Journal* and *The Catholic Telegraph*. They print the Student Honor Roll, high school scholarship winners, Science Fair winners, Art Show winners as well as other student achievement stories throughout the year.



## **Part IV – 4 Sharing Successes**

St. Mary welcomes the opportunity to share its success with other schools

As a National Talents Unlimited Demonstration Site teachers from all over the country come to see how St. Mary teaches thinking skills to students. The National Association for Gifted Children selected St. Mary School as an Action Lab for its conference in November 2001. Also the teachers and administrators from Campbell County school system in Kentucky visited the school regularly when they were preparing to incorporate Talents into their curriculum in 2003 and 2004. The principal of St. Mary, who is a certified trainer for Talents, conducts Talents training workshops for other school faculties, most recently October 2005, and speaks at conferences such as the Ohio Catholic Education Association in October 2005.

SMS is a member of E-CASE (Eastern Catholic Alliance of Schools for Excellence), which is a cluster of elementary schools that feeds into the same catholic high school in Cincinnati. Through E-CASE St. Mary has shared resources, knowledge and expertise with teachers from other schools through peer-inservices held monthly. St. Mary also learned and shared best practices with E-CASE teachers in Best Schools, a three-year professional development program promoting technology.

St. Mary teachers are respected in the Archdiocese and are asked to conduct workshops for other teachers. In November 2005 the first grade teacher presented “Edible Math” at the NCTM (National Council of Teachers of Mathematics) at Xavier University. Our science department chair is a team leader in “Advancing Physical Science in Ohio” through Miami of Ohio University and has taught workshops for SEPUP (Science Education for Public Understanding Program) and the Ohio Energy Project. Our religion department chair regularly teaches Basic Doctrine classes and Introduction to Scripture to teachers.

## **PART V – CURRICULUM AND INSTRUCTION**

---

### **Part V – 1 St. Mary’s Curriculum**

The curriculum at SMS is under the direction of the Graded Course of Study for the Archdiocese of Cincinnati. The academic standards have been aligned to the national standards and the most recent standards for the state of Ohio. In K-8 all students receive instruction in language arts, math, social studies, science, health, religion, music, physical education, art, music, and computer science.

**Spanish** is one day a week for all students in K-6. Students in grades 7 and 8 have Spanish three days a week and complete Spanish I before graduating.

**Fine Arts** SMS is committed to the Fine Arts through two full-time music and art specialists. Students enjoy these classes twice weekly. Students present musicals each spring, in addition to performances by the Choir throughout the year. Frequently St. Mary receives Ohio Arts Council grants to host artists in residence. This spring an African American percussionist will be at SMS.

Children are encouraged to express themselves through visual art in a wide range of media. Students learn basic principles of art and art appreciation, as well as create projects using printmaking, three-dimensional design, sculpture, paint, pen and ink, and pastels. Our art studio is equipped with a kiln for pottery making. The Elective Program allows students to study one art form in depth for a whole quarter. Each year SMS students are winners in the Hyde Park Square Art Show competition. Parents enhance learning by offering Fine Arts Family Night and the “Picture Lady” program.

The **math curriculum** features a wide variety of manipulatives and problem solving with an emphasis on the vocabulary of math. Students in grades 1-5 with a special interest in math attend math enrichment classes weekly. In grades 6-8 two extra math teachers make it possible to offer small, multi-level math classes providing opportunities for all abilities to learn to their best ability. Qualifying math students take Algebra I five days a week and are ready for 10th grade math as freshmen in high school.

**Science classes** at SMS have been enhanced through a well-equipped science lab and extensive use of hands-on learning, experiments, and demonstrations. Among the science education opportunities available to our students: laptop technology, an outdoor education experience, yearly participation in regional/state science competition, access to science resources on the Internet as well as at universities, museums and COSI in Columbus, Ohio. Enhancing science by incorporating it in other subjects has been our Accreditation goal since 2002. SMASH (St. Mary Adult Science Helpers) is a group of parents who are professionally engaged in science and frequently assist in the classrooms. They direct the Science Olympiad students in competition each year and earned first place in last year’s regional competition.

**Language Arts** challenges students to not only learn how to read, but to love to read! A balance between good literature and the important skills of language and reading comprise the basis of the language program. Process writing is a vital part of instruction. Students are encouraged to write daily using the Six Traits of Writing in which all our LA teachers have been trained.

**Religion Curriculum.** Children of all faiths are welcome at SMS. Christian/Catholic values and service to others are an integral part of the total school program. Each student participates daily in the formal religious education program that stresses both formation and information. Catholic students are prepared through instruction, prayer and community service projects for reception of the sacraments.

**Social Studies** encourages children to grow in awareness of geography and the global community, stresses our interdependence with others, and increases the knowledge and appreciation of the history and cultures of the people around us. A special emphasis is placed on current events. Since 1988 SMS involvement each year in the International School to School Exchange (ISSE) program translates some of these lessons into personal experiences. Students form friendships with exchange students here and students who travel abroad have a once-in-a-lifetime opportunity to sample life in another nation. Last year Peru and this year Mexico will exchange students with SMS.

## **Part V – 2a. Reading**

St. Mary uses the literature based Houghton Mifflin Reading Series in grades K-3 along with trade books. The Kindergarten level introduces phonics and printing using the Recipe For Reading by Nina Traub which utilizes a systematic, sequential, approach to phonics. Students are taught in heterogeneous groups in whole class lessons and smaller groups to meet the needs of individual students. Using the multiple intelligence approach, smaller leveled groups use word games, art projects, and traditional work sheets to improve comprehension. Book buddies are popular for cross grade reading practice. All classes have scheduled time with the school librarian for stories, reading groups, and research time. Comprehension is assessed through discussions, computerized accelerated reader program, traditional written tests and hands on demonstrations (word games and book reports). Parents are encouraged to read to students at home and all students are required to read at home 15 to 30 minutes a day.

The reading program for grades 4-8 is a multi-genre approach. Students in grades 4-5 use McMillan, McGraw Hill Reading series as a support text. They are also expected to read through Accelerated Reader for self-selected reading along with teacher-chosen novels. Vocabulary is built through both *Wordly Wise* and teacher led lists from material read. Students are assessed objectively through comprehension tests and authentically through book projects.

Grades 6-8 use Holt, Rinehart, & Winston's *Elements of Literature* series as a support text for other self-selected and teacher directed fiction, non-fiction, poetry, and drama selections. Students are grouped in heterogeneous classes with opportunities for homogeneous small group instruction.

All students are expected to read both inside and outside of the classroom setting. Students are assessed on comprehension through authentic projects, essay responses, and objective tests. In grades 6-8, *Vocabulary Workshop* forms the basis for vocabulary building. It is augmented through the literature series and novels read.

Standardized tests have consistently confirmed that St. Mary School has a highly effective reading program at all grade levels.

### **Part V - 3 Different Curriculum Area**

### **Junior High Fine Art/Physical Education Electives**

The Elective Program is an innovative addition to the curriculum and unique to St. Mary School. It's extremely popular with the students and well supported by parents as well. Overall it advances the skills and promotes the advantages of the fine arts and physical education curriculum.

Each quarter students in Grades 7 and 8 are given the opportunity to select a fine arts or physical education course which meets for a double period on Tuesday and Thursday afternoons. These electives give students extended time to learn or improve a skill in a particular area. Through them students discover a new talent or develop an existing one in depth. Because the class is small and has been chosen by the students, they enjoy and excel. These classes are offered off and on the school campus. A chartered bus takes the students to their off-campus classes or students walk to nearby business establishments that offer learning opportunities. Some of the courses offered are pottery, print-making, portrait painting, golf, tennis, multi-media presentations, musical theater, copper enameling, squash, spinning and fitness, jewelry making, Tae Kwon Do, yoga, photography, Lacrosse, rock climbing, archery, roller blade hockey, yearbook production, weight-training, and wrestling.

The Elective classes are taken in lieu of the music and PE classes scheduled for students in K-6 four times a week, taught by a full time PE teacher with a 30 year tenure at SMS. PE classes for students in K-6 challenge them to develop a healthy self-awareness as well as a lifetime appreciation for physical activity. Activities strengthen movement which brain research shows is important to learning, especially lateralization (movement that crosses the midline). After 5-9 minutes of calisthenics students are engaged in physical activities such as hockey, bowling, dance, gymnastics, parachute and rhythmic movement, and team sports. PE strengthens their bodies, increases and teaches good team skills. Overall the students score high on their annual physical fitness test given each spring, which confirms the effectiveness of the PE program.

#### **Part V – 4 Instructional Methods**

Recognizing that students have different modes of learning, St. Mary School endeavors to offer students a wide range of instructional methods for learning. In all classes teachers strive to diversify their instruction. There is a school wide commitment to use technology, Talents, the 6 Traits of Writing, and the fine arts to excite student learning and increase students' skills.

In addition to solid teacher-directed discussions and presentations, the latest brain research studies permeate the classrooms. Classrooms convey a positive environment where students feel safe to question, explore, and participate. Movement, especially lateralization (movement that crosses the midline), is important to boosting brain function and increasing learning. Students actively participate in cooperative groups, Talent projects, presentations, especially PowerPoint, hands-on manipulatives and experiments.

Talent activities, which teach students how to be creative and critical thinkers, enhance the academic program and permeate the curriculum. Every teacher in every grade uses Talents at least 2-3 times per week. Students learn how to be productive thinkers, forecasters, decision makers, communicators, and planners.

The technology lab is state of art designed in 2000 when the new wing was added to the original school building. The entire school has wireless access and the laptops can operate in any room. A full time technology coordinator consistently maintains the high quality students and teachers have come to expect and depend on. Each classroom has 3-4 computers as well as access to the Smart Board and the ten multi-function projectors. These projectors allow the teachers to project a computer, a video, an object, or a page from a book. In the primary classes especially the teacher will project a page on the white board and have the students work on it for class instruction.

## **Part V – 5 Professional Development**

The responsibility to grow professionally is taken seriously by all educators at St. Mary School. Each year teachers develop an IPDP (Individual Professional Development Plan) in conjunction with the School Continuous Improvement Plan. Excellent opportunities to increase teaching skills are offered regularly by St. Mary School, Xavier University, and other legitimate educational agencies.

St. Mary School staff is currently studying brain development research and its connection to student learning through workshops offered by the school in August 2005 and February 2006. All teachers are implementing at least three specific activities from this workshop with their classes and are assessing the results in the spring.

Each teacher also has an Action Plan for the current school year. This plan addresses one specific area that the individual teacher wishes to study and increase his/her skills so that student learning might increase.

Monthly faculty meetings and quarterly department meetings provide opportunities for speakers and for faculty discussions on topics related to student learning. Concerns and goals specific to student learning at St. Mary School are often the focus.

Xavier University has selected a team of three teachers and the principal from St. Mary School to participate in the Initiative for Catholic Schools. This is a five-year program funded by a \$2 million gift from the Clement and Ann Buenger Foundation. There are 100 teachers and 20 administrators completing the program that focuses on executive leadership and professional development in math and science. Research shows the results have been dramatic.

Throughout the year teachers attend a myriad of excellent conferences and workshops directed to their specific areas of teaching. All teachers new to St. Mary attend the Talents Unlimited two-day training and the 6 Traits of Writing workshop in order to participate in these two school wide programs.

## 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): NCEA, OCSAA  
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status?      Yes X    No \_\_\_\_\_

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

\$ <u>3500</u> K	\$ <u>2250</u> 1 <sup>st</sup>	\$ <u>2250</u> 2 <sup>nd</sup>	\$ <u>2250</u> 3 <sup>rd</sup>	\$ <u>2250</u> 4 <sup>th</sup>	\$ <u>2250</u> 5 <sup>th</sup>
\$ <u>2250</u> 6 <sup>th</sup>	\$ <u>2250</u> 7 <sup>th</sup>	\$ <u>2250</u> 8 <sup>th</sup>	\$ _____ 9 <sup>th</sup>	\$ _____ 10 <sup>th</sup>	\$ _____ 11 <sup>th</sup>
\$ _____ 12 <sup>th</sup>	\$ _____ Other				

4. What is the educational cost per student?      \$ 4180  
 (School budget divided by enrollment)

5. What is the average financial aid per student?      \$ 1930

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      21 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction?      92 %

# PART VII - ASSESSMENT RESULTS

## ST.MARY SCHOOL, CINNNATI, OH

Terra Nova  
Form C, 2<sup>nd</sup> Edition, 2001  
CTB McGraw-Hill Publishing

Scores are reported as percentiles  
No students are excluded from the test

	2005	2004	2003
Testing Month	October	October	October
<b>Grade 8</b>			
Reading	85	88	86
Mathematics	88	91	84
Number of students tested	49	53	53
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0
<b>Grade 6</b>			
Reading	80	86	82
Mathematics	80	84	83
Number of students tested	58	55	58
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0
<b>Grade 4</b>			
Reading	82	87	82
Mathematics	79	80	79
Number of students tested	55	53	58
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0
<b>Grade 2</b>			
Reading	79	81	75
Mathematics	89	82	81
Number of students tested	55	56	57
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0