

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name Cincinnati Country Day School- Elementary School
(As it should appear in the official records)

School Mailing Address 6905 Given Road
(If address is P.O. Box, also include street address)

Cincinnati OH 45208-2839
City State Zip Code+4 (9 digits total)

Tel. (513)561-7298 Fax (513) 527-7604

Website/URL www.countryday.net Email kennedyl@countryday.net

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 2/18/03

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

Name of Superintendent Dr. Charles F. Clark
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. (_____) _____

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 Mr. David O'Maley
(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

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

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

1. Number of schools in the district: N/A _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ TOTAL

2. District Per Pupil Expenditure: N/A _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

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

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

4. 2 Number of years the principal has been in her/his position at this school.
5 If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9			
3	25	27	52	10			
4	22	19	41	11			
5	29	20	50	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							143

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------------|----------------------------------|
| <u>88</u> | % White |
| <u>8</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 1 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	143
(5)	Subtotal in row (3) divided by total in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1

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

Number of languages represented: 3

Specify languages:

English, Spanish, French

9. Students eligible for free/reduced-priced meals: 0 %

 0 Total Number Students Who Qualify

If this method is not a reasonably 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: 10 %
14 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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>	_____
Classroom teachers	<u>12</u>	_____
Special resource teachers/specialists	<u>15</u>	<u>1</u>
Paraprofessionals	_____	_____
Support staff	<u>1</u>	_____
Total number	_____	_____

12. Student-“classroom teacher” ratio: 9:1

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	99%	99%	99%	99%	99%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	5%	3%	3%	3%	3%
Student dropout rate	-	-	-	-	-
Student drop-off rate	-	-	-	-	-

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

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

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school’s mission or vision in the statement and begin the first sentence with the school’s name, city, and state.

Cincinnati Country Day School, located in Cincinnati, Ohio and founded in 1926, is a co-educational college-preparatory school serving pre-primary through twelfth-grade students, and is divided into four divisions. The Elementary School serves grades three through five. The school emphasizes educational excellence and character development. The school helps each student reach his or her potential by providing a strong academic program, offering opportunities to participate in a wide variety of activities, developing responsible students who respect others, embracing a diverse community, and building self-confidence and self-esteem. Each student leaves Cincinnati Country Day School with superior academic preparation, having grown personally in areas of social interaction and self-awareness. Each student exhibits high moral character, integrity, and respect for others, participating responsibly in the immediate and worldwide communities of which the school is a part.

Cincinnati Country Day School fulfills its mission by providing superior faculty and staff who build on each student’s uniqueness, encouraging active participation in a varied curriculum rich in meaning. The school advocates a diverse community as an educational imperative. The school builds community through opportunities for student leadership and parental involvement.

The Mission of the Elementary School is to provide a developmentally appropriate program which values the process of learning. The enriched educational environment stimulates intellectual discovery and a love of learning. The mission is accomplished through:

- Providing the foundation of concepts and skills on which to build future learning
- Engaging the learner in developmentally appropriate experience in all disciplines
- Integrating and connecting learning in all disciplines
- Recognizing and valuing differences in learning styles
- Appreciating the diversity of individuals
- Promoting social responsibility through authentic experiences
- Nurturing growth of character
- Creating a community of learners- students, faculty, and parents- which supports child-centered learning

PART IV – INDICATORS OF ACADEMIC SUCCESS

For Public and Private Schools

1. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Regular and consistent assessment guides teachers' short-term and long-term decision making. Teachers use ongoing formative and summative assessment, both formal and anecdotal, to gauge where students are in the learning process and what instructional strategies and topics need to be included to improve student performance. Teachers use a variety of evaluation methods, including journals, portfolios of student work, demonstrations, projects, exhibitions, oral presentations, and teacher-made and criteria-referenced tests and quizzes. They also continually check for understanding through questioning, monitoring, and discussing in whole class, small group, and individual configurations, and through both written and oral performance assessments. Teachers at CCDS understand that the timing, focus, and purpose on an evaluation determine its form and do not rely on a single method of assessing students. Teachers also focus on developing the ability in students to self-assess, as reflection is important in developing a student's abilities to think about both what they know and how they know it. They also encourage students to assess the work of their peers, which can give students fresh and insightful perspectives on their work. Teachers at CCDS know that meaningful feedback assists learning. Teachers use standardized test scores as yet another tool to evaluate student performance, and look for areas where a group of students may be performing less well than expected to re-evaluate the curriculum. The assessment focus at CCDS is helping each student not only reach, but maximize their potential and become self-aware, lifelong lovers of learning.

2. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Students are regularly kept informed of their performance through meaningful feedback, which can range from verbal or written comments in a writing workshop conference, to a performance-based rubric for an individual or group project. Because of our low student-teacher ratio, teachers communicate with students frequently and consistently. Parents have several conferences throughout the year with their child's teacher(s), including an August intake conference before the school year begins, in which parents are asked to fill out a learning profile about their child, including questions about learning strengths and styles and a Multiple Intelligences profile about their child. Parents meet formally two more times during the year for parent-teacher conferences. Teachers also use other means of communication, such as email and monthly newsletters to communicate updates about curriculum. Students are formally assessed with extremely detailed progress reports, which include both narrative and skills-based assessments, twice per year. Students also complete self-assessments before the two progress reports as well. Standardized test scores are mailed with the first semester progress reports, and school test results are furnished upon request to the community, as well as within the school to the Board of Trustees and Education Committee. The use of technology in the form of teacher websites and broadcast emails to all CCDS community members are also important forms of communication about student performance.

3. Describe in one-half page how the school will share its successes with other schools.

Currently, many of our teachers present on various educational topics at regional and National conferences. CCDS will continue to encourage teachers to present their successes as well as publish articles in educational journals. Additionally, CCDS hosts several technology conferences each year

which attract educators from both the US and abroad and involve a large number of CCDS faculty members as presenters. All teachers are also required to maintain a well-developed website, which are an excellent way to promote and share our successes with the world-wide community of educators.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

The school's curriculum has been carefully constructed based on National and State standards, and is designed to be relevant, engaging, and challenging to all learners. CCDS publishes an extremely detailed curriculum framework which all parents receive. Teachers have been involved in curriculum mapping for the last year (using Rubicon Atlas®) to ensure that the curriculum is both broad and cohesive, and has continuity from grade level to grade level. Teachers also utilize the Spell-it Write! Program in spelling and TERC Investigations in Number, Data, and Space as the fundamental curriculum in math, supplementing from other programs when necessary. The major skills and concepts covered in each grade level are listed below:

Grade 3

Language Arts: Literature based discussions and projects; phonics and decoding skills; comprehension strategies (picture clues, context clues, prediction, re-reading); book reports; author studies; genre studies; journal, report, and creative writing; writing process; word families; letter patterns; paragraph structures; high frequency words; syllabication; dictionary usage; punctuation; proofreading; drama; poetry, presentations; verbal expression; effective communication with peers and adults

Math: Mathematical thinking; addition and subtraction to 1000 place; multiplication facts; single and double digit multiplication; division; money; time, common fractions; measurement and data handling; 2-D and 3-D geometry; estimation

Social Studies: Map skills, The United States; Native Americans; Inventors and Inventions; Ancient Egypt

Science: Rocks, Minerals, and Fossils; Earth's Structure; Inventions; Water cycle; Weather instruments

Grade 4

Language Arts: Independent reading; comprehension strategies; literature circles; genre studies; reading journal; reading response projects; plot structure; forms of writing (stories, poems, poetry, procedure; summaries, interviews); Writer's Workshop; editing skills; advanced spelling patterns; mnemonic devices; thesaurus usage; grammar; advanced punctuation; poetry; role play; voice projection; awareness of audience; expression opinions clearly

Math: Mathematical thinking; probability; problem solving; 2 and 3 digit multiplication; division; comparing and ordering fractions; measurement and data handling w/larger numbers; area and perimeter; 2-D and 3-D geometry; estimation

Social Studies: The American Revolution; Colonial America; Biography Day; Exploration; Immigration; Family Heritage

Science: Plant life cycles; Sound; Electricity; Magnetism; Solar System and Space Exploration

Grade 5

Language Arts: Myths and legends; theme; elements of story; figurative language; characterization; comprehension strategies and metacognition; making connections; predicting; literature circles; personal letters and narratives; poetry; Writer's Notebook; drafting and editing skills; expository writing; descriptive language; word etymology; complex spelling patterns; prefixes and suffixes;

word processing; choral readings; debate; improvisation; role play; use of specialized vocabulary and structures in a variety of situations such as discussions, reports, procedures

Math: Decimals and Roman numerals; problem solving; data collection and display; graphing and formulas; measurement; more advanced 2-D and 3-D geometry; flexibility in manipulating numbers; developing wide variety of strategies; use of spreadsheets

Social Studies: Ancient Greece and Rome; Middle Ages; The Renaissance; World Geography; World Religions; World War II; Current Events

Science: Use of microscopes; Microorganisms; Chemistry and chemical properties; Forces/Motion; Newton's Law

2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Reading Curriculum: Cincinnati Country Day School believes in a balanced approach to reading instruction. Teachers use a variety of techniques and strategies to ensure that students not only love to read, but possess the skills necessary to be proficient and analytical readers in all disciplines. Each day, students are read to, spend time silent reading in DEAR time, and participate in small group guided reading instruction (often using the Scholastic guided reading series) or literature circles. In third grade, teachers typically use a combination of direct instruction in grapho-phonics, as well as literature-based comprehension strategies, including novel and genre studies. Students participate in monthly book projects and read individually, in small groups, and participate in whole-class book studies. In fourth grade, students move towards word study and literature circles. Students spend time on comprehension strategies and examine plot structure. In fifth grade, the focus is on reading a variety of texts, especially non-fiction, in an effort to ensure that students can analyze text. Students analyze elements of story, characterization, and develop deeper comprehension strategies such as making connections to background knowledge, text-to-text connections, and text-to-world connections.

(Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Technology Curriculum: CCDS has developed an outstanding technology program and curriculum, which begins in the early grades. Students in grade five are required to purchase laptops, which are then used through grade twelve. CCDS is a completely wireless community, and teachers use web-based learning and instruction integrated throughout the curriculum. In the Elementary School, students become proficient in keyboarding skills, word processing, creating databases, Power Point presentations, Internet navigation and safety, website evaluation, email correspondence, integrated multimedia, creating newsletters and pamphlets, and Smart Board use. Use of technology furthers the school's mission in many ways, as use of technology contributes to our strong academic program. All students must sign and abide by our Acceptable Use Policy, which develops responsibility and respect for others. Use of technology also aids teachers in building on each student's uniqueness and contributing to a varied curriculum.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

CCDS teachers are firmly committed to using a variety of instructional approaches to enhance student learning, and over the last two years, have focused in depth on differentiating instruction to meet the needs of all learners, based on the work of Carol-Ann Tomlinson and other leaders in the field of differentiating instruction. Teachers engage students in direct instruction, guided practice, cooperative learning, project based learning, whole class instruction, performance based tasks, and individual projects and study. More specifically, teachers use the variety of instructional techniques identified as affecting student achievement in Robert Marzano's latest book What Works in Schools: Translating Research into Action, such as: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representation, setting objectives and providing feedback, generating and testing hypotheses, and use of questions, cues, and advance organizers.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

CCDS is firmly committed to professional development. The school devotes a large portion of the budget to professional development and teachers may apply to attend courses. During the school year, teachers attend at least two in-service days devoted to topics of current research in improving student learning, either involving outside consultants, video training, or the expertise of faculty. Examples of whole-school in-service in the past two years include diversity training for all faculty and learning styles training. Teachers also attend regional and national conferences throughout the year, such as ASCD or NAIS, as well as local conferences in the Cincinnati area. Over the summer, teachers are encouraged to pursue their own personal goals, and teachers have attended National conferences by Dr. Mel Levine and leading educational expert Spencer Kagan. CCDS also has an outstanding mentor program for first-year teachers; as well a goals-driven professional development program based on the work of Dr. Walker Buckalew called Meaningful Faculty Evaluation. CCDS also has a generous budget for teachers to pursue courses for credit at local colleges, as well as advanced degrees. The result of this commitment to professional development is a faculty on the cutting edge of education research who continue to improve in the area of student achievement.

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.

Private school association(s): National Association of Independent Schools, Ohio Association of Independent Schools

(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status?

Yes x

No

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____	\$ _____	\$ _____	\$12,495	\$12,495	\$12,495
K	1 st	2 nd	3 rd	4 th	5 th
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
6 th	7 th	8 th	9 th	10 th	11 th
\$ _____	\$ _____				
12 th	Other				

2. What is the educational cost per student? \$ 16,793.29
 (School budget divided by enrollment)

3. What is the average financial aid per student? \$ 9830

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 13.4 %

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 18.8 %

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3 Test Stanford Achievement Test, Ninth Edition

Edition/publication year 1996 Publisher Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? None

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

	2002-03	2001-2002	2000-2001	1999-2000
Testing month	9	9	9	9
SCHOOL SCORES				
Number of students tested	51	39	47	52
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
Reading Score	96	99	99	97
Mathematics Score	87	99	98	99

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4 Test Stanford Achievement Test, Ninth Edition

Edition/publication year 1996 Publisher Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? None

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

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	9	9	9	9
SCHOOL SCORES				
Number of students tested	40	47	49	49
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	9	0	0	0
Reading Score	87	99	95	93
Mathematics Score	94	98	93	97

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5 Test Stanford Achievement Test, Ninth Edition

Edition/publication year 1996 Publisher Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? None

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

	2003-2003	2001-2002	2000-2001	1999-2000
Testing month	9	9	9	9
SCHOOL SCORES				
Number of students tested	49	54	57	47
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
Reading Score	97	99	97	99
Mathematic Score	92	91	90	99