

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

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

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

Official School Name Guardian Angels Elementary School  
(As it should appear in the official records)

School Mailing Address 6539 Beechmont Avenue  
(If address is P.O. Box, also include street address)

Cincinnati Ohio 45230-2097  
City State Zip Code+4 (9 digits total)

County Hamilton State School Code Number\* IRN 54320

Telephone ( 513 ) 624-3141 Fax ( 513 ) 624-3150

Website/URL www.gaschool.org E-mail wkenney@gaschool.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.

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

Name of Superintendent\* Brother 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 N/A  
(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 \_\_\_\_\_

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the *No Child Left Behind – Blue Ribbon Schools Award* in the past five years.
5. The nominated school or district is not refusing 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

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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.   1   Number of years the principal has been in her/his position at this school.  
  14   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	0	0	0	7	34	23	57
K	28	33	61	8	27	30	57
1	28	36	64	9			
2	29	27	56	10			
3	24	30	54	11			
4	31	21	52	12			
5	28	27	55	Other			
6	44	26	70				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							526

**[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]**

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 99                | % White                          |
| .4                | % Black or African American      |
| .2                | % Hispanic or Latino             |
| .4                | % Asian/Pacific Islander         |
| 0                 | % 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: 0.9 %

[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.	0
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	5
<b>(4)</b>	Total number of students in the school as of October 1	544
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	0.009
<b>(6)</b>	Amount in row (5) multiplied by 100	0.9

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

Number of languages represented: 1  
Specify languages: English

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 26

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: 4 %  
20 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>  2  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  3  </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u> 15 </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  2  </u>	<u>  0  </u>
Classroom teachers	<u> 25 </u>	<u>  8  </u>
Special resource teachers/specialists	<u>  1  </u>	<u>  5  </u>
Paraprofessionals	<u>  0  </u>	<u>  0  </u>
Support staff	<u>  1  </u>	<u>  4  </u>
Total number	<u> 29 </u>	<u> 17 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	92%	95%	97%
Daily teacher attendance	96%	96%	95%	96%	96%
Teacher turnover rate	10%	3%	3%	8%	10%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

## PART III - SUMMARY

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Guardian Angels School has been an integral part of the Mt. Washington/Anderson community in Cincinnati, Ohio since 1895. Guardian Angels receives full accreditation through the Ohio Catholic School Accrediting Association. A dynamic blend of traditional curricula and methods and current educational theories and practices drives the academic excellence of one of Cincinnati's most reputable Catholic grade schools. This combination of change and tradition has guided the development and growth of the school for more than 110 years. **Guardian Angels mission is to “promote the spiritual, moral, intellectual, cultural, social, and emotional development of each student in a value-centered environment.”**

In partnership with the students' parents, the goal of Guardian Angels administration and teaching staff is to establish an educational environment in which students are able to maximize their spiritual, academic, social and physical potential. Teachers employ instructional methods and techniques that are consistent with the learning modalities of each student. These efforts cause the child to be challenged to attain academic success; thus, learning become an enjoyable experience and establishes a cycle of academic achievement. Guardian Angels does not give credence to the “one size fits all” way of teaching. Students are accepted with their attributes and deficiencies as instruction is differentiated to accommodate their learning styles.

Traditional subjects are complemented with cutting-edge technology for instructional purposes. Every classroom is equipped with new computers. The school's two computer labs and upper level classrooms have tablet PCs with ceiling-mounted projectors. The computer labs are equipped with over 60 computer stations and are used by all students. In 2005 a state of the art facility was added to the existing school to foster student growth in the fine arts and physical education.

On average, nearly 90 percent of the graduating eighth grade class continues on to private parochial high schools with stringent academic admission criteria. Standardized test scores are consistently above the national and archdiocesan averages. Students may test out of basic high school courses and earn the opportunity to take Advanced Placement classes in high school. Guardian Angels graduates have received full or partial scholarships to these competitive high schools.

Religious education fosters knowledge of God and the Church and students live the Catholic faith with service hours and sacramental preparation. By following the Golden Rule Code, “Do unto others as you would have them do unto you,” students learn to treat each other with respect. The responsibility then branches out into the community. School-wide service includes canned good and clothing drives, a weekly cookie ministry to supplement a local soup kitchen, and events to raise money for charities. As an outreach to the community, students are actively engaged in providing over 6,000 total hours of service per year beyond school time to aid the elderly and needy in the community.

To extend the core curricular area, students are exposed to travel opportunities and discovery of local museums and cultural events outside of school. School sponsored events have brought local writers, artists and musicians into the school. From sixth through eighth grade, students are given the option of selecting from chorus, band and general music. Extra-curricular activities include the Drama Club, Student Council, Destination Imagination and a choice of eight sports.

Guardian Angels maintains a strong tradition while meeting changing needs. Since 2003 Guardian Angels added two full day kindergarten classes to its half day program and an after school care program. Parents are encouraged to be a part of their children's school life by volunteering in a variety of ways. In addition to the PTA, Athletic Boosters, Music Boosters and Scout programs, many other organizations are directed by parents in conjunction with the school. “Angel Aides,” a program which uses a large data base to coordinate both school parent and parish member volunteers, fulfills school volunteer needs.

Excellent teachers and administrators, tradition, technology, parental involvement, high academic standards, and spiritual development together accomplish the school motto, **“Guardian Angels School – A Place Where Angels Grow.”**

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

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### **1. Assessment Results**

Guardian Angels School administers TerraNova achievement tests to students in grades two, four, six and eight every October as mandated by the Archdiocese of Cincinnati. These are standardized tests which compare individual student's performance with that of all students in the nation taking the same test. When comparing the average percentile scores of Guardian Angels students at each grade level with the Student Percentile Equivalent for the 90<sup>th</sup> School Percentile chart prepared by CTB McGraw-Hill, it is obvious that Guardian Angels students score in the top 10% of the nation in both Reading and Math.

Along with the TerraNova tests, InView tests are also administered to students in grades two, four, six, and eight. These tests measure students' cognitive abilities. Based on how students perform on the InView tests, they are given an anticipated score on each of the TerraNova tests which represents the average score of students of the same age at the same ability level. When comparing the anticipated reading scores with the actual obtained scores, Guardian Angels students consistently performed higher than their anticipated scores. Guardian Angels median national obtained score was seven points above the anticipated score in grade two, 14 points above the anticipated score in grade four, five points above the anticipated score in grade six, and eight points above their anticipated score in grade eight. The Math results also indicate that Guardian Angels students are performing above their anticipated percentile scores. The obtained score was 22 points above the anticipated score in grade two, six points above the anticipated score in grade four, ten points above the anticipated score in grade six, and six points above the anticipated score in grade eight. This demonstrates that Guardian Angels School is challenging students to perform to their potential.

When analyzing the October, 2005, Reading and Math scores of the highest ten percent in each grade level, the results indicate that these students are performing above the national norm group. If they were performing at the same level as the national norm group they would score at the 90<sup>th</sup> percentile. In Reading, the highest 10% of Guardian Angels students received an average percentile score of 94 in grade two, 97 in grade four, 93 in grade six, and 95 in grade eight. In Math, the highest 10% of Guardian Angels students received an average percentile score of 97 in grade two, 92 in grade four, 96 in grade six, and 97 in grade eight. Therefore, the educational programs offered to these students are challenging and meet their needs.

The median national percentile scores of each grade level at Guardian Angels School in 2005 in Reading and Math were also well above the national norm group which would be at the 50<sup>th</sup> percentile. The median national percentiles of the students at Guardian Angels School in Reading were 77 in grade two, 85 in grade four, 80 in grade six, and 80 in grade eight. In Math, the median national percentiles of the students at Guardian Angels School were 90 in grade two, 81 in grade four, 85 in grade six, and 85 in grade eight. These scores show that academic success is a priority at Guardian Angels School.

When analyzing the Reading and Math scores of the lowest ten percent in each grade level, Guardian Angels students in this group had average scores between the 36<sup>th</sup> percentile and the 63<sup>rd</sup> percentile. These results indicate that these students are also performing well above the national norm group which would be at the 10<sup>th</sup> percentile.

There were no subgroups of 10 students or higher to report.

## **2. Using Assessment Results**

Administrators and teachers review the results of the TerraNova and InView tests, required by the Archdiocese of Cincinnati for grades two, four, six, and eight. The data indicates the areas for improvement in the school as a whole, guiding school goals and objectives for continuous improvement. A weakness in school or grade level achievement indicates the need for changes in approach, different material, or additional professional development.

These test reports compare what achievement a student or group actually have shown (on TerraNova) compared to what they should have shown as predicted by the ability test (InView). If there is a significant difference between expectation and achievement, intervention is needed. Administrators and teachers meet and see what can be done for the individual or the group involved. Thus the challenge of acting on the test results is met in a timely and responsible manner.

Not only are the test results used as tools to determine the academic acumen of each student, they are used as a means to develop base line data on each student and to determine the effectiveness of teaching techniques and methodology. They are also used as a means of self evaluation as the teachers strive to hone their teaching skills to meet the individual needs of their students. As teachers differentiate their instruction, the data acquired gives direction to the development and implementation of each student's academic plan for growth and success.

Objective decisions are made to challenge students according to their respective capacity so that success becomes a result of learning. When this occurs, the cycle of learning and achievement becomes innate causing the child to enjoy the educational process.

## **3. Communicating Assessment Results**

At Guardian Angels assessment results are communicated to different groups appropriately. School-wide TerraNova and InView results are published in the parish newspaper and reported to the School Council, the Parish Council and the PTA board. Individual TerraNova and InView results are mailed to the parents and students along with an explanation of the results. This information is clarified through personal conferences if needed.

Guardian Angels administration and faculty work as partners with parents in educating their children. Edline, an Internet web hosting program, is the primary tool of communication for Guardian Angels School. Through Edline parents have access to general school information, class-specific content, and private student-specific reports, including individual student grades in grades 4-8. In these grades progress is updated bi-weekly and parents or teachers may request a conference at any time. In grades K-3, classroom and textbook test results are shown to the students and sent home in hard copy to the parents. Eight times a year, parents are given formal reports on their child in the form of interim reports and quarter end reports.

Achievements and recognition in co-curricular activities and competitions are given to the public through the parish, local, and archdiocesan publications.

Good communication of student progress to the parents, the parish, and the community at large ensure that they know Guardian Angels School's pride in student accomplishment.

#### 4. Sharing Success

Guardian Angels School is a member of the Eastern Cluster, a group of parochial schools in the eastern suburbs of Cincinnati. This group enables Guardian Angels to share resources, knowledge and school successes with other schools with similar strengths and challenges. Articles about Guardian Angels achievements are published in local newspapers and on the school and parish websites.

Guardian Angels annual Art Show and Science Fair are open to the public. A school Open House is held during Catholic Schools Week to invite others to see the accomplishments of Guardian Angels students.

A member of Guardian Angels faculty is on the music curriculum development committee for the archdiocese of Cincinnati, sharing his expertise in the area of music and the successes of the music department to develop curriculum for the archdiocese. As a member of the Cincinnati chapter of the Catholic Library Association, the school librarian shares ideas that have been proven effective at Guardian Angels with other educators. The technology coordinator attends Hamilton County Cooperative Association meetings, InfOhio conferences and Archdiocesan Technology Coordinators meetings to share technology information that has been successful at Guardian Angels School.

Student Council participates in an annual Mass held at St. Peter in Chains Cathedral. At the Archdiocese Choral Festival, students perform for other Catholic elementary and high schools, showcasing the chorus group and sharing their improvement each year. The Guardian Angels Band joins other local grade schools to perform in an annual concert given at a local high school. Upper level musicians participate in OMEA (Ohio Music Education Association) choir, band and orchestra competitions. Guardian Angels often hosts the OMEA Jr. High Honor Band Auditions.

This year the Dance Ensemble from the Cincinnati School for the Creative and Performing Arts will be presenting the ballet, The Nutcracker, to Guardian Angels School. These two schools will be working collaboratively to share and discuss interdisciplinary ideas related to the arts.

# PART V – CURRICULUM AND INSTRUCTION

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## 1. Curriculum

Students at Guardian Angels School are taught the subjects mandated by the Graded Course of Study for the Archdiocese of Cincinnati. They receive instruction in language arts, math, social studies, science, religion, music, physical education, and art. Beyond the mandated classes, Spanish and computer technology are included in the curriculum for all students in grades K-8. Traditional instructional methods are enhanced by creative and alternative techniques to address individual learning styles.

Through daily religion classes, the core **Religion** curriculum provides systematic comprehensive religious instruction, promotes participation in Christian Service, and incorporates liturgical catechesis and practice. The curriculum guarantees that all students receive a well rounded foundation in Catholic doctrine, history, values, tradition and social justice.

Classroom newspapers, spelling bees, and handmade books are just a few of the ways that teachers add to the literature based **Language Arts** curriculum. Classes incorporate oral reading for fluency, comprehension and written expression. From the letter books in kindergarten to the advanced novels in 8<sup>th</sup> grade, students acquire listening, reading, and speaking skills for life.

**Math** classes go beyond the traditional textbooks by using manipulatives, math enrichment groups, and the latest in computer software programs, such as STAR Math to teach and assess. Teachers provide after school tutoring sessions prior to tests and a math specialist works with small groups for remediation. Students in junior high are placed in high school level algebra if they meet specific criteria.

**Social studies** curriculum incorporates geography, history, government, current events, and culture. Through map skills books, periodicals, hands-on projects, and speakers, students experience the world outside the community. Students teach other students by inviting them to a World Fair, a living wax museum of American heroes, and hallways filled with presidents. The 8<sup>th</sup> grade class visits Washington, D.C. and Williamsburg as a culmination of American Studies.

**Science** at Guardian Angels actively engages students through the integration of technology and hands-on lab activities that are tailored to the needs of students. K-5 teachers encourage exploration of the world around us with science experiments and problem-solving. Performance based assessment with problem based learning units and inquiry based activities are used in order to provide students with more authentic science experiments in the upper grades. A new school-wide science lab is being designed and will be available for all classes to use. An annual Science Fair promotes further exploration of the world of science.

**Spanish** classes are taught to every child from Kindergarten through 8<sup>th</sup> grade. Students in K-6 are exposed to the Spanish cultures and language. In junior high, Spanish becomes part of the core curriculum; the students meet three times per week, for a total of 135 minutes each week for the entire school year. Language recognition and pronunciation, along with cultural awareness, are emphasized.

**Computer** literacy classes complement all curricular areas of instruction. Technology is incorporated into the curriculum by developing skills such as keyboarding, word processing, chart graphing, spreadsheets and power point.

The Guardian Angels arts program challenges students with self-expression and an appreciation for music and visual arts. Along with weekly classes in **Art**, students participate in field trips to museums, the Picture Person program emphasizing the lives and works of artists, and an annual school-wide art exhibit. General **Music** classes are provided weekly to K-8 and three different bands and a chorus compete and entertain at local and regional competitions, a Christmas concert, and spring concert. Students are kept active through the **Physical Education** program which centers on fitness, sportsmanship, the spirit of competition, basic sports skills, and healthy living.

## 2a. (Elementary Schools) Reading

In Kindergarten students are introduced to phonics using the MacMillan/McGraw Hill's Beginning to Read, Write & Learn. Basic reading skills and good reading habits are introduced and developed.

Primary and intermediate classrooms use Houghton-Mifflin's Invitations to Literacy reading series along with classroom novels. Students are taught in heterogeneous groups using the reading book and break out into smaller homogenous groups to read novels to meet individual needs. To meet the needs of all students, games, art projects, discussions, and traditional worksheets are used to assess reading comprehension. Phonemic awareness is reinforced by methods such as Orton-Gillingham, Spaulding, and Sitton Spelling to strengthen decoding and spelling skills.

Junior High uses Holt, Rinehart and Winston's Elements of Literature and supplements with classroom novels. This traditional approach of using a rich variety of works and genres builds enthusiasm and an appreciation for reading. Individual and group work, including technology, oral work, and projects, are used to assess comprehension and teach fundamental skills.

All students are expected to read both inside and outside of the classroom setting. The Accelerated Reading program is used school-wide as a motivational tool to enable students to have success at their individual reading level. In addition, this program challenges students in accordance to their own capacity and provides assessment of their reading comprehension. The school library is used to reinforce reading skills and to allow exploration of individual interests while developing the habit of reading for enjoyment.

From its introductory level this reading approach creates a spiraling effect upward to its highest level. This approach builds a foundation of skills, concepts and reading strategies, including creative and logical thinking, inferencing and prediction. These skills become an innate part of the student and enable them to attack with success the challenges of all curricular areas in high school.

### **3. Additional Curriculum Area**

Guardian Angels School recognizes, studies, and incorporates the research that demonstrates the benefits of music and the arts in mind mapping, reading skills and spatial mathematic skills. Guardian Angels educators have researched the assessments that show the study of music by children has been linked to higher scores on the SAT and other learning aptitude tests. This belief that music education can be a positive force in all aspects of a child's life has made music a dynamic part of the Guardian Angels curriculum and fulfills a major component of the school's mission to promote the intellectual, cultural, social and emotional development of each student.

Students are involved in music classes taught by music educators trained in the methodologies developed by Carl Orff and Zoltan Kodaly. Primary grade students demonstrate their musicianship through major motor movement, singing, performing on Orff instruments and reading Kodaly stick notation. In fourth grade students combine their musical knowledge and further express themselves through the fine motor skills and music notation reading skills used in playing a recorder.

In fifth grade students are given the option to join band and in sixth grade Chorus is added as an additional option. Guardian Angels performing ensembles include Liturgy Cantors, Chorus, Beginning Band, Sixth Grade Band, Guardian Angels Concert Band and Jazz Group. The band program has grown from 12 students in one band in 1986 to the recent averages of 48 students in Beginning Band, 40 students in 6<sup>th</sup> Grade Band, and 50 students in the Concert Band. Guardian Angels new facility is equipped with acoustic treatment, a sound system that includes a FireWire connection to a computer based digital recording system that includes a CD/DVD disc publisher. Four additional computers, a large inventory of band and percussion instruments, and a respectable library of band, chorus and chamber music are available for student use.

Upper level musicians often participate in OMEA (Ohio Music Education Association) choir, band and orchestra competitions. Guardian Angels junior high vocalists and instrumentalists annually earn the highest ratings of Excellent and Superior at OMEA sanctioned events and many graduating eighth grade musicians earn music scholarships to their chosen high schools.

The Guardian Angels music program extends the reputation of the school past the school setting into the parish, the community and beyond.

### **4. Instructional Methods**

The teaching staff at Guardian Angels integrates differentiated instructional teaching methods as needed by individual students. Howard Gardner's theories of Multiple Intelligence and Bloom's Taxonomy of Higher Level Thinking Skills are embedded in the instructional processes so that the learning styles of each student are complemented by the manner of instruction and assessment.

Assessment of student achievement or deficiencies is initiated by developing baseline data and is continuous so that a student's progress is measured by objective means. The same baseline data enables the teacher to determine and measure his or her effectiveness as compared to the progress of the student. Direct instruction, individual remediation and enrichment through small group work directly bring about productive results in student learning. Peer tutoring, reading partners across grade levels, cooperative learning, instructional centers and stations all result in positive academic achievement respective of the learner's receptivity.

These teaching practices address the learning styles of the students and correspond to the teachings of Gardner. The practices allow students to process given information and gives direction to student's thinking as they implement their learning to apply it to real world concepts.

## **5. Professional Development**

All-school teacher in-services are held throughout the year. Each year, one area of study is chosen for concentration. The focus of the studies for the current year emphasizes differentiated teaching methodologies and techniques. Robert Johnson, a nationally acclaimed author and presenter, will hold a seminar to address the entire teaching staff on “Differentiated Instruction; Different Strategies for Different Learners.”

Teachers are given release time for vertical articulation meetings to give them the opportunity to discuss expectations, objectives, and strengths and weaknesses between grade levels. The Guardian Angels technology team provides staff in-services and one-on-one teacher support about the latest software, communication tools and internet resources to supplement instruction.

By choosing to participate in workshops, university courses and seminars teachers expand their knowledge base. Teachers annually develop an Individual Professional Development Plan aligned with the School’s Professional Development Plan. Each teacher sets a goal for improvement in technology, religious instruction and a content area to improve student learning.

As a teaching community, Guardian Angels is committed to professional development that optimizes the individual effectiveness of each teacher, the cohesive growth of the instructional team, and consequently the achievement of each student.

## PART VI - PRIVATE SCHOOL ADDENDUM

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*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. Delete if not used.*

### National Catholic Education Association

1. Private school association(s): Ohio Catholic School Accrediting Association  
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>3090</u> K	\$ <u>2875</u> 1 <sup>st</sup>	\$ <u>2875</u> 2 <sup>nd</sup>	\$ <u>2875</u> 3 <sup>rd</sup>	\$ <u>2875</u> 4 <sup>th</sup>	\$ <u>2875</u> 5 <sup>th</sup>
\$ <u>2875</u> 6 <sup>th</sup>	\$ <u>2875</u> 7 <sup>th</sup>	\$ <u>2875</u> 8 <sup>th</sup>	\$ _____ 9 <sup>th</sup>	\$ _____ 10 <sup>th</sup>	\$ _____ 11 <sup>th</sup>
\$ _____ 12 <sup>th</sup>	\$ <u>2495</u> Other (½ Day K)	\$ <u>3100</u> Out of Parish (½ Day K)		\$ <u>4500</u> Out of Parish (all grades)	

4. What is the educational cost per student? \$4786.13  
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$1084.20

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?   3  %

7. What percentage of the student body receives scholarship assistance, including tuition reduction?   34  %

**PART VII – ASSESSMENT RESULTS**

**GUARDIAN ANGELS SCHOOL, CINCINNATI, OHIO**

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

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

	<b>2005</b>	<b>2004</b>	<b>2003</b>
<b>Testing Month</b>	<b>October</b>	<b>October</b>	<b>October</b>
<b>Grade 8</b>			
Reading	<b>83</b>	<b>83</b>	<b>83</b>
Mathematics	<b>85</b>	<b>87</b>	<b>81</b>
Number of students tested	<b>73</b>	<b>65</b>	<b>98</b>
Percent tested	<b>100%</b>	<b>100%</b>	<b>100%</b>
Number of students excluded	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grade 6</b>			
Reading	<b>79</b>	<b>72</b>	<b>74</b>
Mathematics	<b>85</b>	<b>81</b>	<b>82</b>
Number tested	<b>61</b>	<b>70</b>	<b>96</b>
Percent tested	<b>100%</b>	<b>100%</b>	<b>100%</b>
Number excluded	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grade 4</b>			
Reading	<b>84</b>	<b>78</b>	<b>82</b>
Mathematics	<b>79</b>	<b>74</b>	<b>80</b>
Number tested	<b>61</b>	<b>77</b>	<b>68</b>
Percent tested	<b>100%</b>	<b>100%</b>	<b>100%</b>
Number excluded	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grade 2</b>			
Reading	<b>74</b>	<b>80</b>	<b>78</b>
Mathematics	<b>88</b>	<b>86</b>	<b>85</b>
Number tested	<b>53</b>	<b>53</b>	<b>71</b>
Percent tested	<b>100%</b>	<b>100%</b>	<b>100%</b>
Number excluded	<b>0</b>	<b>0</b>	<b>0</b>