

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

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

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

School Mailing Address 645 Moorfield Road
(If address is P.O. Box, also include street address.)

Fairlawn Ohio 44333-4243
City State Zip Code+4 (9 digits total)
County Summit State School Code Number* N/A

Telephone (330) 867-8720 Fax (330) 867-5081

Web site/URL www.st-hilaryschool.org E-mail pnugent@st-hilary.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 November 7, 2007

Name of Superintendent* Ms. Margaret Lyons
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cleveland Catholic Diocese Tel. (800) 896-6525

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 November 7, 2007

Name of School Board
President/Chairperson Mr. C. Allen Nichols
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(School Board President's/Chairperson's Signature) Date November 7, 2007

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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 OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
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. 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.

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

1. Number of schools in the district: N/A Elementary schools
 N/A Middle schools
 N/A Junior high schools
 N/A High schools
 N/A Other
- N/A TOTAL
2. District Per Pupil Expenditure: N/A
- Average State Per Pupil Expenditure: N/A

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. 15 Number of years the principal has been in her/his position at this school.
 (The 2007-2008 school year is the principal’s 15th year.)
 _____ 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				7	32	35	67
K	39	33	72	8	38	29	67
1	33	44	77	9			
2	42	36	78	10			
3	42	40	82	11			
4	43	30	73	12			
5	48	40	88	Other			
6	43	35	78				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							682

6. Racial/ethnic composition of the school: _____ 0 % American Indian or Alaska Native
 _____ 4 % Asian or Pacific Islander
 _____ 2 % Black or African American
 _____ 1 % Hispanic or Latino
 _____ 93 % White
100% Total

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

7. Student turnover, or mobility rate, during the past year: 4 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	27
(4)	Total number of students in the school as of October 1	682
(5)	Total transferred students in row (3) divided by total students in row (4)	.04
(6)	Amount in row (5) multiplied by 100	4

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

Number of languages represented: 1
 Specify languages: American English

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 3

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 %
24 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>2</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>4</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>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</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> </u>
Classroom teachers	<u>27</u>	<u> </u>
Special resource teachers/specialists	<u>11</u>	<u>6</u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>8</u>	<u> </u>
Total number	<u>50</u>	<u>6</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 25:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98%	98%	98%	99%	98%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	18%	9%	0%	9%	12%
Student dropout rate (middle/high)	X%	X%	X%	X%	X%
Student drop-off rate (high school)	X%	X%	X%	X%	X%

PART III – SUMMARY

Named a Blue Ribbon School in 2001, St. Hilary School in Fairlawn, Ohio is a dynamic Catholic elementary school offering a faith-based education to students of all backgrounds and abilities in kindergarten through eighth grade. In accordance with the school's mission, St. Hilary School is a Christian educational community working to foster an atmosphere enriched by Gospel values and Catholic beliefs. Development of critical thinking, problem solving skills, a spirit of inquiry, and an understanding of technology underscore students' mastery of subject matter in all classes. Standardized test scores are consistently high: the national school norms are at the 98th-99th percentile for every grade level and curricular area tested.

In addition to the core subjects, the curriculum includes religion, two foreign languages, music, art, physical education, and computer instruction. The curriculum is continually strengthened through application of research and innovations in learning and teaching practices. There are a host of activities to meet students' needs and enhance the curriculum, such as foreign language clubs, clubs that foster the arts and literature, vocal and instrumental music groups, science clubs, chess and ski clubs, and a variety of sports.

Unique in the area is St. Hilary School's Enrichment Program. Begun in 1997, it was designed by Sr. Carol Joy Cincerelli, H.M. specifically for St. Hilary School. It encompasses the arts, literature, music, and history. The program builds upon cultural experiences students may have had, while offering new opportunities to all students.

St. Hilary School seeks to meet the needs of a diverse student population. Auxiliary professionals on site include a guidance counselor, a school psychologist, math and reading tutors, an occupational therapist, a speech and language therapist, and a full-time school nurse. Several of these professionals, along with the principal and assistant principal, comprise the Intervention Assistance Team. They meet weekly to discuss the specific needs of individual students and provide educational support to assure academic success. Additionally, enrichment opportunities are available for students who excel in particular subject areas. One example is the school's advanced math program, which offers accelerated learning options for students working significantly above grade level in math.

Opening in 1960 with an enrollment of 261, the school has grown to its current size of over 680 students, making it one of the largest elementary schools in the Cleveland Diocese. The school is characterized by a stable, dedicated faculty and staff who create a warm and caring atmosphere and are committed to meeting the needs of each child. This flows from St. Hilary School's philosophy that every student is a unique child of God. It is indicative of the very nature of a Catholic school – its emphasis on spiritual growth. Service to others is a key component of the St. Hilary School education. All students are actively involved in a service-for-others program. Students have ample opportunities to share their faith and blessings with others by participating in a Kids Care Club, serving as peer tutors to inner city students, being "buddies" to nursing home residents, collecting supplies and raising funds for local charitable organizations and the needy, and much more.

Parent involvement and support is vital to the success of the school. Educators work as partners with parents to ensure the highest level of achievement for students. Over 98% of school families are members of the school's Parents' Association. They are the backbone of the school with members serving as library aides, hot lunch helpers, art room assistants, room mothers, and fund raising chairpersons, to name a few. Parents' Association raises funds each year to support major expenditures like the purchase of classroom furnishings, technology upgrades, and renovation projects. Through the generosity of Parents' Association, over \$20,000 is spent on professional development each year. The organization is a valuable link between families and the school.

St. Hilary School is considered one of the top schools in the Akron area. It attracts families who want not only a top quality education for their children, but also one that is faith-filled. St. Hilary School students develop as whole persons: spiritually, academically, socially, and physically. The educators at St. Hilary School feel privileged that parents choose a St. Hilary School education for their children, and are proud to empower these students to make a difference in their world.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

St. Hilary School's 2007 assessment results from the norm-referenced Iowa Test of Basic Skills (ITBS) reflect scores in reading and mathematics that are in the top tenth percentile. The ITBS is a national standardized achievement test designed to measure the basic skills students are learning. This test identifies individual students' strengths and weaknesses to parents, teachers, and administrators and helps to guide instruction accordingly. Additionally, educators are able to evaluate individual student performance in relation to the class, diocese, and nation.

The 2007 test scores for grade seven, the highest grade to which the test was administered, were 82% for reading and 77% for mathematics. The scores represent the percentile rank of Average Standard Scores and are called National Student Norms. The published 90th percentile equivalents were 76 and 73, respectively. Thus, St. Hilary School students scored significantly higher than the 90th percentile cutoff. Students in grades one through six also take the ITBS. In spring 2007, as in the past, every grade level scored above the 90th national student norms cutoff score in both reading and mathematics.

While all St. Hilary School students in grades one through seven take the ITBS, some students have Individualized Education Plans (IEPs) and their scores are not included in the summary reporting. For example, in March 2007, the 65 students who were then enrolled in grade seven took the ITBS. The summary reporting for seventh grade included the scores of only 62 students. The remaining three IEP students who took the test generated beneficial feedback utilized in developing and implementing their educational plans.

Many factors contribute to the school's consistently high test scores. The scores are reflective of the high quality of the academic program at St. Hilary School. The administration and faculty place a high priority on academic excellence and differentiated instructional procedures. Another key factor is the consistency of the faculty, who are familiar with the curriculum through curriculum mapping and continually evaluate the instructional program. In addition, parents of St. Hilary School students emphasize to their children the importance of doing well in school and developing good study skills. Academics take precedence over athletics and other extracurricular activities.

The St. Hilary School population reflects no subgroups; therefore, there are no disparities in test scores. Furthermore, the school does not participate in the state assessment system.

2. Using Assessment Results

Assessment at St. Hilary School is an integral part of the teaching process. It is used as a guide for instruction, rather than being viewed as a separate component of it. The insights gleaned from the assessment process provide valuable information about the learners at St. Hilary School – their strengths, weaknesses, and characteristics. The results of student assessment are used to shape the school's curriculum. It is imperative that the written curriculum, taught curriculum, and tested curriculum are fully aligned. This balance provides St. Hilary School students with the most meaningful learning experience.

The information gained from school-wide assessment is analyzed and helps to direct the school's efforts toward continuous improvement. Data is used to determine resource allocation, curriculum and annual goals. Data is also used to determine the direction of the school improvement plan and individual faculty professional development plans. Individual student assessment data helps the faculty and staff to make decisions regarding placement in leveled reading and math groups. Recommendations can also be made for remedial or enrichment work for students based upon assessment results.

Whole class review activities can be planned and implemented for specific areas. Assessment results have motivated the faculty to make changes in taught curriculum, such as including more daily drills in the school's mathematics program. Assessment data has also aided the school in its textbook selection process. Assessment results are so critical to the school's effectiveness that it continues to

administer standardized testing to grades one through seven despite the less stringent requirement of the Diocese of Cleveland to test only in grades one, three, five, and seven.

Analysis of St. Hilary School's consistently high standardized test results reaffirms the success of its existing educational program.

3. Communicating Assessment Results

St. Hilary School students and parents are provided with individual student data, and are offered the opportunity to discuss student performance with the faculty and administration. Included in this data are daily work, quizzes, tests, and other measures of authentic assessment such as projects, speeches, and displays, as well as results of standardized tests. Individualized assessment data is shared with parents to ensure that each child's needs are being met through the collaborative efforts of both school and home.

Students and parents receive individual standardized assessment results as well as school results each spring. The publisher of the standardized testing program provides a parent letter that describes and interprets the child's individual scores. Areas of strength and weakness are identified and suggestions are provided as to how a student's skills can be further enhanced. Individual conferences are scheduled to discuss testing results and to answer any questions or concerns parents may have. The principal sends a letter to the school community reporting the school-wide testing results. The standardized results are reported as a percentile rank of the Average Standard Score using the National School Norms. The National School Norms compare how St. Hilary School students performed in comparison to the other schools that took the Iowa Test of Basic Skills at the same time.

The parish community is notified of the school-wide test results through the church bulletin and at parish staff gatherings. The local community becomes aware of St. Hilary School test scores through the local newspaper as well as school public relations and marketing materials that are distributed throughout the area. Information about the school's most recent test scores is also available on the school website. The Homework Central and Edline portions of the St. Hilary School website serve to communicate assessment information as well. Always at the core of the reporting and analyzing of assessment results is what St. Hilary School faculty and staff can do to improve student learning.

4. Sharing Success

As a nationally recognized Blue Ribbon School of Excellence, there are many ways that St. Hilary School has shared successes and will continue to serve as a model for other schools. The St. Hilary School Enrichment Program was highlighted in the *Practices of Blue Ribbon Catholic Schools 2001*. The principal teaches aspiring principals in the educational administration program at a local college. She recently presented at the Ohio Catholic Education Association Conference on the topic of creating a positive school climate. The administration and faculty regularly share ideas and dialogue at diocesan meetings and at other professional development in-services.

The principal and the assistant principal frequently chair accreditation teams for the Ohio Catholic School Accreditation Association and work closely with school staffs to write and implement quality school improvement plans. The faculty and staff at St. Hilary School regularly welcome visitors from other schools. The school often hosts meetings and events so others can learn about the exemplary programs and facilities offered at St. Hilary. The principal participates in a mentoring program and serves as a role model for principals new to the diocese each year. The school regularly hosts students from local colleges for field and student teaching experiences. Many older St. Hilary School students serve as peer tutors to students at a local inner city school. In addition, the school website is an excellent resource from which other schools can draw inspiration. The site showcases the school's facilities, news about school events, and general information about the excellent educational experience St. Hilary School offers.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The challenging and vibrant curriculum at St. Hilary School offers opportunities for all students to build a solid and well-rounded educational foundation.

Developing skills in language and communication is central to the mission of St. Hilary School. Special emphasis is given to the development of comprehension and critical thinking skills, in accordance with the belief that students need to be prepared to make sound judgments based on Christian values.

In mathematics, students work with patterns and numeral operations, geometry, measurement, data collection and analysis, and probability and statistics. Students are actively involved in activities that lead them from concrete to more abstract levels of understanding, and allow them to apply classroom learning to real-life mathematical problem-solving experiences.

The science and social studies curricula at St. Hilary School are engaging and inclusive. The science program enables students to engage in scientific inquiry in order to comprehend the world around them. Students are actively involved with the curriculum, through experiential, hands-on activities in the classroom and science lab. The social studies curriculum includes history, culture, geography, economics, and politics. History comes alive as students are drawn into meaningful activities encompassing all eras and historical events.

St. Hilary School's religion curriculum encourages students to put their faith into action through daily religion instruction, social justice experiences, and service projects in kindergarten through eighth grade. Students participate in daily classroom prayer, weekly mass, and prayer services. Opportunities for dramatic role play are also provided through the stations of the cross, the mime of the passion, the living rosary, and costumed presentations about saints.

The arts, including visual art and music, are an integral part of a well-rounded education. The art curriculum moves away from pure art production toward a more comprehensive and cross-curricular approach. Lessons frequently correlate with core subject matter the students are learning. The program includes emphasis on multicultural arts and incorporates not only traditional media, but also modern technologies, computer-generated art, and multi-media productions. Appreciation for the creativity of others, including musicians and artists, is a large part of the curriculum.

Music is taught by a full-time music teacher who promotes the enjoyment of all types of music. Students in all grades sing, listen to music, experiment with instruments, and learn about musicians and their compositions. Third graders learn to play a basic wind instrument called a recorder. Upper grade students are invited to join a hand bell choir or guitar and percussion ensemble.

The Enrichment Program is also an important part of the arts curriculum at St. Hilary School. The goal of this unique program developed specifically for St. Hilary School students is to enhance the curriculum through art, music and language arts activities. Students learn to appreciate the God-given talents of others and to respect all that has been created by God.

Computer education provides students in kindergarten through eighth grade with competencies in technology. These competencies include Internet research, spreadsheets, word processing and graphics, and Power Point presentations. Students are provided opportunities to utilize desktop computers, laptop computers, and SMARTBoards.

Finally, all St. Hilary School students receive instruction in a foreign language throughout the academic year. The foreign language curriculum at St. Hilary School meets the requirements of the No Child Left Behind-Blue Ribbon Schools Program. In kindergarten through third grade, students learn Spanish. At this level, the emphasis is on vocabulary, appreciation of a foreign culture, and simple written and spoken expressions. This background familiarizes the students with multiculturalism and provides enthusiasm for a foreign language. Students in grades four through eight select either Spanish or French. More intense study of written and spoken language, including verb conjugation and subject-verb-adjective agreement, is part of the upper grade core curriculum.

2a. (Elementary Schools) Reading

St. Hilary School has selected an approach to reading that draws upon the strengths of multiple resources. Classroom libraries and the school's media center contain thousands of books which appeal to a variety of readers. Students read, discuss, perform, and analyze literature at every grade level. These activities immerse the students in engaging, meaningful interactions with books, short stories, and poetry. St. Hilary School aims to fully prepare its students to become literate readers and communicators as they become life-long learners.

At St. Hilary School, reading is viewed as an essential piece of the language arts curriculum. Quality literature is central to the St. Hilary School program. The literature-based Macmillan-McGraw Hill textbook series supports the curriculum with its multicultural poetry, short stories, and plays by a diverse group of authors. Teachers frequently incorporate novels or chapter books to enhance the curriculum. Many classes utilize the computerized Accelerated Reader program that offers nearly 2,000 book titles and corresponding tests. Teachers, the librarian, and the school principal assist in the compilation of recommended reading lists for each grade level. Each class visits the library weekly to improve research and study skills and to select books for independent reading. Students in grades four through eight also participate in the Junior Great Books program, which strengthens reading comprehension and develops critical thinking skills.

3. Additional Curriculum Area

St. Hilary School is proud of its Enrichment Program. Begun in 1997, the program grew out of the need to encourage creativity and challenge higher level thinking skills. It was designed by Sr. Carol Joy Cincerelli, H.M. specifically for St. Hilary School, and encompasses the arts, literature, music and history. It is supported by the school administration in terms of staffing, budgeting, and scheduling, and involves all students from kindergarten through grade five. The Enrichment Program seeks to broaden our students' cultural experiences.

The content area includes artists, composers, and writers of fairy tales and the classics, together with their lives and works. The philosophy of this program is to challenge not only gifted students, but all students according to their ability and to increase their appreciation for the talents and lives of creative people. This is a non-graded program so that students will concentrate on learning for enjoyment rather than achieving an academic grade.

This program is not only challenging and engaging, but faith-filled. Students might imagine themselves in the mind and spirit of an artist such as Picasso, and then paint the portrait of a classmate in his abstract technique. Children learn to appreciate the struggles and hardships many of these creative people endured. They might study the heavy strokes of paint and swirls of color Van Gogh used in his paintings and then create in his style their own landscape by mixing paint or melting heavy strokes of crayon on paper over a warming tray. They also discuss how each person has used his or her gifts from God to better our world. The Enrichment teacher encourages use of higher-level critical thinking skills. Cooperative learning groups allow all students to exchange ideas and participate in creating an individual or group project.

The Enrichment Center has been compared to a "hands-on museum", which is exactly what it was intended to become. The Enrichment teacher and students try to recreate the worlds of Leonardo da Vinci, Mary Cassatt, Grant Wood, Claude Monet, Beethoven, Brahms and so many others who have left wonderful works for all to enjoy. With the pressures and violence confronting young people today, it is a pleasure to expose them to a beautiful world of creativity.

4. Instructional Methods

The St. Hilary School administration and faculty research and implement instructional methods based on best practices and research on the characteristics of effective schools. Some of the recent trends in curriculum and instruction which are incorporated at St. Hilary School are based on constructivist learning, development of integrated curricula, integration of technology, ongoing site-based curriculum development, and the use of national and state standards as guidelines.

Thematic units allow students to explore a topic across the curriculum. All grade levels are encouraged to use higher level thinking skills. Manipulatives are used in virtually every math class where daily problem solving is taking place. Cooperative learning groups are responsible to and for one another in social studies class discussions and projects. Every student visits the science lab to experience the excitement of hands-on learning. The staff strives to allow each student to meaningfully experience all facets of the curriculum. Students participate in a constructive way in each of the school's programs and subjects.

The teaching practices at St. Hilary School support student-initiated learning in a variety of ways. Cooperative learning and peer group discussions are utilized in appropriate subject areas. In these classes, students learn to be responsible for their own progress and for contributing to the advancement of the group. Teachers strive to create communities of learners in their classrooms. Independent investigation is also encouraged. Upper grade students participate in science fair activities. Writing portfolios are used to assist students in assessing their own strengths, weaknesses, and growth. Teachers and students work to make every educational activity meaningful to every student. The faculty intends for students to become life-long learners because of the skills they have acquired at St. Hilary School.

Technology is incorporated into daily lessons. Students utilize laptop computers to access the Internet to expand classroom resources. SMARTBoards in every classroom open endless possibilities for students and teachers alike. Classroom instructional methods must be differentiated to meet the needs of all students. Effective instructional strategies improve student learning and create a strong educational environment. The faculty and staff of St. Hilary School incorporate a variety of instructional methods to address all learning styles.

5. Professional Development

The administration, faculty, and staff of St. Hilary School are committed to professional development as a way to continually improve student learning. Eight professional days are included in the school calendar and two additional days are provided for each teacher's independent professional development. Reimbursement of workshop fees is provided through the school Parents' Association budget. Teachers are given a yearly stipend for professional seminars. Last year, over \$20,000 of the school budget was allotted for professional development.

All certified staff members are required to submit Individual Professional Development Plans to the principal and to the Local Professional Development Committee for approval. Attendance records for workshops and in-services are maintained in professional development files in the school office. Many teachers choose to attend local or national conventions, including the bi-annual Ohio Catholic Education Association convention. The principal and assistant principal annually attend national conventions, such as those held by the Association of Supervision and Curriculum Development, the National Association of Elementary School Principals, and the National Catholic Education Association.

The school has membership in many professional organizations, such as the Association for Supervision and Curriculum Development, the National Council of Teachers of Mathematics, and the International Reading Association, to name a few. Periodicals and newsletters are displayed in the faculty room for professional reading. The principal frequently distributes copies of articles on pertinent educational issues for the faculty to read and discuss.

Newly hired faculty and staff attend an orientation meeting prior to the start of the school year. Ongoing new teacher support meetings continue throughout the year. Entry-level teachers are matched with veteran peer mentors to prepare for the state-required PRAXIS-III exam and to enhance their effectiveness at the start of their teaching careers.

Every staff member is assigned to a committee at the start of each new school year. These committees are responsible for planning educational, spiritual, social, and Student Council activities for the entire school community. An additional committee choice is the professional development committee. These teachers meet twice a month to discuss professional articles and books. Their knowledge and insights are shared with the rest of the faculty at monthly staff meetings. At St. Hilary School, there is an atmosphere which promotes personal and professional growth for all staff members. This professional development is a hallmark of an effective school.

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. Delete if not used.

1. Private school association(s): National Catholic Education 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 No

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)
This format does not apply. Please see * below.

\$ _____ 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				

4. What is the educational cost per student? \$4,130
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 926

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 30 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100 %

*Question 3: 2007-2008 tuition rates for all grades:

(Note: Parishioners contribute to our parish offertory which subsidizes the per child education cost, thereby entitling them to a lower tuition rate than non-parishioners.)

Parishioner rates:

1 child in the family	\$ 3,204
2 children in the family	\$ 5,832
3 children in the family	\$ 8,292
4 children in the family	\$ 9,828
5 children in the family	\$10,848

Non-parishioner per child rates	\$ 5,172
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PART VII – ASSESSMENT RESULTS

ASSESSMENT RESULTS ST. HILARY SCHOOL

Name of Test: Iowa Test of Basic Skills
Form, Year: A, 2001 (Norms 2005)
Publisher: Riverside Publishing Company

Scores are reported as percentiles. All scores are the percentile rank average standard score – National Student Norms. All students in grades 1-7 have been included in the tests.

	2007	2006	2005	2004	2003
Testing month	March	March	March	March	March
Grade 7					
Reading	82	87	84	81	86
Mathematics	77	85	82	81	84
Number of students tested	65	65	75	78	59
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 6					
Reading	78	79	82	82	82
Mathematics	80	82	85	85	87
Number of students tested	76	70	70	73	77
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 5					
Reading	83	86	85	85	89
Mathematics	83	88	87	88	88
Number of students tested	88	85	77	74	71
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 4					
Reading	80	89	85	85	88
Mathematics	87	91	89	86	87
Number of students tested	73	88	91	83	76
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0

**ASSESSMENT RESULTS
ST. HILARY SCHOOL**

Name of Test: Iowa Test of Basic Skills
Form, Year: A, 2001 (Norms 2005)
Publisher: Riverside Publishing Company

Scores are reported as percentiles. All scores are the percentile rank average standard score – National Student Norms. All students in grades 1-7 have been included in the tests.

	2007	2006	2005	2004	2003
Testing month	March	March	March	March	March
Grade 3					
Reading	82	84	87	86	83
Mathematics	80	88	83	87	80
Number of students tested	82	81	91	90	86
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 2					
Reading	83	88	85	87	85
Mathematics	87	93	90	87	87
Number of students tested	81	79	83	87	89
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 1					
Reading	94	91	92	91	91
Mathematics	91	91	89	94	92
Number of students tested	74	79	80	83	83
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0