

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Kevan Hartman

Official School Name: St. Susanna School

School Mailing Address:
500 Reading Road
Mason, OH 45040-1559

County: Warren State School Code Number*: 55566

Telephone: (513) 398-3821 Fax: (513) 398-1657

Web site/URL: www.stsusanna.org E-mail: hartmank@stsusanna.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Brother Joseph Kamis

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

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Thomas Nymberg

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

Does not apply to private schools

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. 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	6	40	37	77
K	0	0	0	7	37	41	78
1	30	42	72	8	38	35	73
2	36	37	73	9			0
3	45	38	83	10			0
4	40	43	83	11			0
5	39	42	81	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							620

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
1 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

This rate is 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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1.	601
(5)	Total transferred students in row (3) divided by total students in row (4).	0.013
(6)	Amount in row (5) multiplied by 100.	1.331

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 10

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 free and reduced-price school meals 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 %

Total Number of Students Served: 22

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>1</u>
Classroom teachers	<u>28</u>	<u>2</u>
Special resource teachers/specialists	<u>4</u>	<u>5</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff	<u>1</u>	<u>4</u>
Total number	<u>36</u>	<u>14</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	98%	98%	97%	97%
Daily teacher attendance	98%	96%	96%	95%	96%
Teacher turnover rate	4%	6%	11%	8%	10%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0
Enrolled in a 4-year college or university	0 %
Enrolled in a community college	0 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	0 %

PART III - SUMMARY

In 1948, Archbishop McNicholas commissioned the Sisters of Notre Dame to establish a two classroom school in Mason, a suburb north of Cincinnati. This school instilled a sense of pride in the 35 students and the small parish of St. Susanna. Today, the first church stands as testament to those proud parishioners and houses the school's computer lab and music room. As each new church is built, the former one becomes a living part of the school, bringing with it the spirit, tradition, and prayers of the hard working, faith-filled servants who have tended to its growth from seed to bloom.

St. Susanna School moves forward without forsaking its history. Despite the fact that it has flourished by leaps and bounds over the years, the school has easily maintained its small school atmosphere of family and community that draws second and third generations. In the midst of a national economic downturn, St. Susanna is unique: the school continues to thrive and rise in both numbers and physical facilities despite the proximity of two top rated public school districts.

Each morning, 620 students in 24 homerooms are greeted by 50 educators and staff members. The mission states that "St. Susanna students are educated, encouraged, and expected to grow in personal faith and witness to Jesus Christ as they maximize their God-given intellectual, spiritual, physical, and moral capabilities."

Intellectually, students are challenged through a strong curriculum and high expectations coupled with the latest in technological advances including AlphaSmarts, interactive white boards, document cameras, airliners, a computer lab serving grades 1-6, and a cart of 30 laptops for junior high use. Both students and teachers have presented at technology conferences.

Pre Algebra and Algebra classes, as well as Spanish language instruction, are offered for grades 7 and 8. Science Fair yields annual district and state competitors. Last year, the eighth graders were awarded over \$143,000 in scholarships. An Enrichment program, speech and occupational therapists, psychologist, full-time nurse, and Reading and Intervention specialists are a central component to meeting the needs of all students. Differentiated Instruction is practiced at all levels to ensure that students learn according to their readiness, style, and interest.

Spiritually, the school community shares in morning prayer led by Student Council officers and student planned weekly Masses. Students participate as servers, Eucharist Ministers and choir members. They lector from age 6, establishing the foundation for public speaking confidence. Eucharistic Adoration, praying the rosary, living Stations of the Cross, and an annual student produced Passion Play enhance spiritual growth.

Physically, students are challenged by PE classes and a yearly Field Day and Walk-a-thon with proceeds donated to those in need. The three month *Walk to Bethlehem* student and faculty competition awards miles for aerobic activity. Students are enriched by an integrated fine arts program. Musically, students are exposed to band, recorders, piano instruction and concert programs.

St. Susanna's moral compass is calibrated each morning by reciting the Peacebuilders' Pledge. Students vow to praise people, give up put downs, seek wise people, and right wrongs. Commitment to service is exemplified by trips to Tender Mercies, Kids Café, Harvest for the Hungry, nursing home visits, and Pennies for Patients for which St. Susanna earned an award as a top Ohio school. Our D.A.R.E. program promotes good decision making, Everybody Counts instills empathy, and Student Council fosters leadership skills.

Beyond the regular school day, students have the opportunity for involvement in Young Rembrandts, Mad Science, Math Counts, Bible Bowl, Power of the Pen, Press Club, Scouts, American Heritage Girls, French and Spanish, Rosary Group, and Respect for Life.

The St. Susanna PTO generously funds field trips, Santa's Secret Shop, Oktoberfest, and boasts 100% participation in its online PTO Manager. Abundant parent volunteers ensure that the school functions as a cohesive unit to develop well-rounded and faithful servants of Jesus. Certainly the Sisters of Notre Dame would be proud of their 'little' school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The *Terra Nova Achievement Test* and the *In View Cognitive Ability Test* are administered in the fall of each school year for students in grades 2, 4, 6, and 8. *In View* test results determine an anticipated score for the individual student on the *Terra Nova* tests, which evaluate each child's achievement level in several content areas. In all tested grade levels, St. Susanna students have achieved above their anticipated scores on the National Percentage of the Mean National Curve Equivalents in Language Arts, Reading, and Math for the past five years. Impressive is the fact that students with the lowest CSI scores in all levels achieved the greatest difference between their anticipated score and obtained score.

St. Susanna students consistently score above Archdiocesan and national averages in both reading and mathematics. They also traditionally score within the top ten percent of students across the nation. Both norm-referenced and criterion-referenced scores are provided by the *Terra Nova* test. Norm-referenced scores, which include national percentile rankings, permit St. Susanna students to be compared with nationally normed student groups. Of last year's eighth grade class, 73% scored in the top quarter nationally in Reading and 65% scored in the top quarter nationally in Math. Criterion referenced scores evaluate individual student skill mastery. Identification of individual student strengths and weaknesses help the faculty diagnose areas of opportunity for students and guide instruction accordingly. Determining any problem areas that may be developing in the overall curriculum allows teachers to adjust their programs and address these areas.

Also of note is the fact that St. Susanna eighth grade students showed remarkable growth over the four year testing period. Four years ago their reading score was in the 85th percentile and 76th percentile in mathematics compared to the 88th percentile and 84th percentile this year respectively. This leads to the conclusion that the longer a child is a student at St. Susanna, the greater his/her academic progress. This is a result of dedicated teachers meeting the needs of their students.

Another assessment used by St. Susanna is the *Archdiocesan Writing Sample*. Student writing samples are evaluated annually in third, fifth, and seventh grade. The average scores obtained by St. Susanna students on this writing assessment continually surpass Archdiocesan averages. For the past several years, over 90% of students in the third, fifth, and seventh grade levels have achieved competency in writing.

Students in grades five and eight also participate in the *Assessment of Catechesis/Religious Education (ACRE)* test provided by the National Catholic Education Association. Consistently, both groups score higher than the national average in all areas of faith development.

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

High standardized test scores are a clear indication that the school offers a challenging curriculum; however, several additional factors contribute to the school's success as well. First of all, the administration and faculty place a high priority on academic excellence. An outstanding computer lab helps to achieve this distinction as does Accelerated Reader, a proven method in educational practices as identified by the U.S. Department of Education Institute of Education Sciences website. Secondly, the consistency of the faculty in utilizing curriculum mapping skills and continually

evaluating the instructional program has proven to be paramount. And finally, the parents' partnership with the staff emphasizes the importance of high academic performance.

2. Using Assessment Results:

At St. Susanna School, assessment results are used both on an individual and on a grade level basis to measure effectiveness and achievement. Initially, the percentile scores are reviewed and compared to both the Archdiocesan scores and past performances. The data supplied by the *Terra Nova* and *In View* provides indicators of academic strengths and relative weaknesses. These indicators help determine the directions and/or changes needed for each grade level and/or individual student. The data is then used to drive instruction, rather than being viewed as a separate component.

The administration and the faculty partner in a school-wide assessment that analyzes and helps to direct the school's efforts toward continuous improvement. Data is used to determine the path of the school improvement plan as well as professional development plans for the faculty. Whole class review activities can be planned and implemented for specific areas of need. Data is also used for comparison among students working at the high, moderate, and low mastery levels. Students identified at high mastery are given the opportunity to work with the Enrichment Teacher. Students working in the low mastery range or working below his/her anticipated score are also identified. Once identified, the information obtained allows the school to create plans to provide academic assistance by the Support Educator, Reading Specialist, School Psychologist, and Speech/Language Specialist. Grade level teams meet regularly with these school professionals to review the progress of each student receiving accommodations or on an Individual Service Plan (ISP).

In addition to the *Terra Nova* and *In View* data, student performance is evaluated on a daily basis through regular classroom assessments and observations, student work, and progress reports. Parent/Teacher conferences are formally scheduled twice annually as well as throughout the school year on an as needed basis.

3. Communicating Assessment Results:

Communication is a key factor in maintaining a relationship of trust and integrity among all St. Susanna school families, administrators, teachers, and staff. Therefore, it is a valued element of the organization and management of St. Susanna School.

After standardized testing is completed and scored, parents and stakeholders are provided with individual results along with interpretation guidelines and recommendations. Grade level and school-wide reports of testing are prepared and shared with the staff and the School Commission. A statement of the academic health of the school is published and sent home in the family packets each year. In addition to sharing testing information with parents, meetings are held with staff members to make sure they are thoroughly familiar with the test results so they can respond to parental questions and use the data to further assist the students by adapting the curriculum where appropriate.

St. Susanna School also communicates student performance with parents several times per year by means of mid-trimester interims in grades 1-3, monthly progress reports for grades 4-8, and end of the trimester report cards for all students. Parent/Teacher conferences are held in the fall and spring. Our teachers also share student progress with parents on a daily basis by means of study habit reports, notes home, assignment notebooks, quizzes, tests, papers, and both email and telephone correspondence.

The school utilizes Edline—an internet based communication service - extensively. Edline is used by all teachers for announcements, calendars, school and classroom information, and homework. Grades 4-8 also employ Edline to record tests, quizzes, missing homework assignments, and comments for parents. This online parental access tool allows St. Susanna to make a concerted effort to keep the parents well informed with up to date information on student performance. It also affords parents “no surprises” at report card time.

4. **Sharing Success:**

It is the sincere hope of St. Susanna School to share with both the school community as well as the local community its elation at being awarded Blue Ribbon status. In that happy event, St. Susanna would proclaim a Blue Ribbon Day of celebration. A special school Mass would be planned, a Blue Ribbon banner would be proudly displayed in the school’s inviting courtyard, and a student led pep rally would make known the spirit and joy of the school. Each student would sport a blue ribbon provided by the PTO.

A Public Relations committee of administrators and teachers meets often to go over past and future school events and determine which publications will be contacted or sent coverage and pictures of happenings, achievements, and successes. This committee works in conjunction with a school-wide Marketing committee comprised of School Commission members, parents, teachers and administrators. Through these efforts and the well known, longstanding reputation of excellence St. Susanna has earned in the community at large, the school enjoys regular media exposure.

Faculty members are encouraged to share their winning experiences. Last year, three teachers were invited to present at the National Catholic Education Association conference in Indianapolis. In September, eight teachers were chosen to present one-hour informational sessions at the Ohio Catholic Education Association convention. The school’s technology coordinator hosts workshops annually for many teachers throughout the Archdiocese on topics such as *Google Tools for Teachers*, *Advanced Power Point*, *Excel Spreadsheets*, and *Incorporating Technology into the Classroom*. A fourth grade teacher with 25 years experience is regularly requested to lead Smartboard in-services for Archdiocesan schools.

The administration meets monthly with a cluster of neighboring Archdiocesan school administrators to discuss programs across the content areas. The principal has chaired accreditation teams for the Ohio Catholic School Accreditation Association and worked closely with school administrations and staffs to write and implement school improvement plans across the state of Ohio.

Local universities use St. Susanna School for fieldwork placement and student teaching experience. Annual open houses, parent information nights, science fairs, music programs, and art displays all showcasing students’ accomplishments are events open to the community. The school’s website is an excellent resource and continues to be a valuable tool for student recruitment. It would be updated to include this application and its importance upon the exciting acknowledgment of the prestigious Blue Ribbon Award and resulting national recognition.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The distinctive purpose of St. Susanna School is to create a Christian educational community where human culture and knowledge, enlightened by faith, is shared among teachers and students. The school not only has the responsibility to use varied resources to differentiate learning, but also to remove, as much as possible, obstacles to learning.

Religion: St. Susanna is committed to service. In fact, after the annual parish festival, EVERY eighth grader assists in cleanup. The school provides important leadership by devoting efforts to local needs and the fostering of social consciousness and world mindedness. Students spearhead a food drive, *Harvest for the Hungry*, for the community's needy. They take an active role in sacrament preparation, daily prayer, weekly masses, and prayer services. The much-loved buddy tradition eases primary student transition and provides junior high students the responsibility of role modeling appropriate conduct. Service hour requirements are a valued element of the religious curriculum for grades 6-8 as is the beginning of the year overnight retreat for the eighth grade class. *Peace Builders*, *Everybody Counts* and *In Control* programs incorporate the Gospel message.

Language Arts: Instruction centers upon phonics, reading, grammar, vocabulary, spelling, and the Six Trait writing process. Skills are integrated into all curricular areas using differentiated strategies and *Language Arts Benchmarks* developed through St. Susanna's accreditation process and assessed to maintain accountability in core content area writing. The daily use of *Simple Solutions* across all grades reinforces essential concepts. St. Susanna was the first Archdiocesan school to incorporate the online writing evaluation program *Criterion* for grades 5-8. First graders explore concepts through Writers' Workshop and second graders host a Portfolio Party showcasing writing growth. Students further talents in *Power of the Pen*, the Spelling Bee, and the school newspaper.

Science: St. Susanna's science program allows all students opportunities to participate in hands-on investigations and engage in scientific inquiry. The pinnacle is reached in seventh grade with the challenge of science fair - a six month research and experiment process. Students' efforts are rewarded by numerous distinctions and prizes at district and state levels. First and eighth graders visit the zoo to study endangered animals while the second and seventh graders advance their insect acumen with a zoo scavenger hunt. Sixth grade gets wet with a creek walk to appreciate our ecosystem. They also piloted the *NavOps* simulation program with Purdue University. Visits from mobile COSI and Cincinnati Zoo presentations further enhance study.

Mathematics: Primary grades build a sturdy foundation through individual instruction, drills, small groups, and calendar math. Third graders take on *Math Challenge* – a walking field trip that makes stops at local businesses to accomplish numerical missions and apply calculations. All grade levels participate in interactive math games, use manipulatives to move from abstract to concrete, break into song to reinforce logical equation sequence, and embrace the daily use of *Simple Solutions* to generate comfort with new skills and achieve mastery of concepts through consistent exposure and practice. Junior high students are placed in multi-leveled classes including Pre-Algebra and Algebra. The relevance of acquiring personal finance life skills through activities is emphasized in grades 6-8. These students also compete in the Ohio Mathematics League Contest to execute critical thinking and problem solving.

Social Studies: Students must comprehend the world around them by exploring their connection to the past, recognizing their place in the present, and considering their impact on the future. Fifth graders construct a time tunnel to exhibit knowledge of ancient civilizations. Current events awareness earned sixth graders a News Bowl national win and eighth grade culminates U.S. History study with a Washington D.C. trip. Grades 4-8 compete in the Geography Bee. A school-wide recycling program promotes respect for God's creation.

P.E./Health: Students remain active through organized sports, exercise, and dance. Following weekly Mass, the school makes the brisk .3 mile walk from church to school. A full time nurse is available for age appropriate health presentations and preventive screenings. First grade becomes acquainted with Eddie Eyeglasses, second learns proper dental hygiene, and third is trained in seatbelt safety. The D.A.R.E. program begins in first grade. The school sponsors Red Cross and Council on Child Abuse visits. St. Susanna is a proud *Buckeye Best Healthy Award* recipient.

Spanish: St. Susanna School is in compliance with the Blue Ribbon program's foreign language requirements. Junior high students develop communication skills through oral and written activities and from high school exchange students who share their culture and practice conversational speech. A Mexican restaurant luncheon gives eighth graders reason to showcase their bilingual talents.

Fine Arts: Music instruction stresses lively class participation while focusing on the basic elements of music using the Kodaly method. Fifth graders entertain at *Christmas in Mason*. A highlight of the primary level Unified Arts program is a *Spring Fling* of dance, music, and artwork displays. Art Museum field trips enrich students in grades 3-8. An eighth grade artist research study results in elaborate "in the style of" chair designs which are then raffled for charity.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The motivating influence of listening to and observing authors in action inspires students to emulate and explore this respected profession. Therefore, St. Susanna students are visited each year by a published author/illustrator for presentations and workshops to discover the magic of bringing words to life. A former graduate and author returns to reveal to students that they too can be writers of published stories.

The school's reading program prepares students to be life-long learners and effective communicators through the development, application, and embodiment of the qualities indicative of a dynamic reader. The curriculum incorporates all 5 Big Ideas in reading development: phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension.

A well-stocked library of nearly 12,000 volumes, maintained by a full time certified Media Specialist, offers a welcoming atmosphere with both open hours and weekly scheduled class visits for book selections and sustained silent reading. The highly motivational Accelerated Reading program is used extensively in grades 1-7. A summer AR program is widely accessed throughout the vacation months. Students in grades 1-5 are supported by a literature anthology of multicultural selections and diverse authors further enhanced by novels. The text used in grades 6-8, with on-line access, stresses critical, analytical, and interpretive proficiency.

First graders are encouraged by an outside reading log and a Readers' Workshop within the classroom, while fifth grade students showcase their knowledge with a Readers' and Writers' Day. Eighth graders read with their first grade buddies and are able to participate in a weekly lunchtime

book club. Reading is promoted outside the school community with a book drive and fundraiser held at a local bookstore where students provide entertainment and teachers, administrators, and our pastors choose their favorite stories to share throughout the day long event.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is used as a universal screening procedure twice annually to assess development of core components. Students not performing at Benchmark level receive intervention. Support educators are accessible to any students needing remedial assistance or enrichment, allowing the teacher to respond to every child's need and foster a love of reading.

3. Additional Curriculum Area:

St. Susanna School takes pride in the fact that its technology program produces tech savvy information highway navigators. From the youngest to the oldest, challenging technological activities infused by the academic curriculum are offered that prepare the students for the world they live in now and the society they will be a part of in the future.

Students in grades 1-6 attend weekly classes in a state of the art computer lab. At any time they may be found completing word processing tasks in Microsoft Office '07 for Language Arts, creating Power Point presentations complete with slide transitions for Social Studies, or learning to display data on Excel spreadsheets for Science. Student created brochures about the school are distributed at Open House to prospective families. Fourth graders attend concentrated keyboarding classes to develop typing dexterity which will serve them well throughout their school careers and adult lives. In fact, last year's class averaged 22 words per minute, well above the Archdiocesan benchmark of 8. Fifth graders use Alpha Smarts to reinforce word processing proficiency.

In grades 7 and 8, students hone their skills through the use of the wireless laptop cart. This mobile lab can easily transition from a Science class of students researching science fair topics to a Social Studies one exploring candidate platforms to a Math group tracking their progress in the Stock Market Project. Students can use the laptops in a number of classes throughout the course of the school day.

St. Susanna realizes the importance of promoting appropriate moral and ethical use of technology. Internet safety and website reliability concerns are addressed within a Christian framework. Students respect the work of others by avoiding plagiarism and citing reference sources properly.

Each grade level is home to an interactive white board which delivers classroom instruction in a way designed to aggressively involve the students in their own learning. Airliners permit teachers to manipulate the board from different vantage points throughout the classroom. Document cameras project textbook pages allowing for visual instruction and clarification.

Discovery Education and Nettekker are available to the teachers and students to enhance all curriculum areas.

4. Instructional Methods:

The school administration and faculty endeavor to create a learning environment that meets the needs of every student. Teachers utilize their strengths and ingenuity to plan lessons for classes that often include mainstreamed students, some of whom are on Individual Service Plans. The entire staff is dedicated to the practice of differentiated instruction. Through curriculum mapping and pre-assessments to determine learning styles, interests, and readiness, teachers are continually designing their lessons and classrooms to provide multiple options for students to process information and construct meaning. This student-centered instruction employs techniques such as tiering and tic-tac-toe grids that level activities to maximize each child's growth and personal success.

Diversified instruction promotes higher level thinking through assorted activities such as web-quests, science experiments, and reading exploration. Cooperative learning groups are utilized across the grade levels in all content areas. Students are found actively involved in independent investigation and cross-curricular learning, a keystone of St. Susanna teaching. For example, first graders merge science and art in their habitat quests, while fourth graders combine social studies and art to create paper mache' renderings of in-depth animal studies. Religion and language arts often unite. Fourth graders craft ABC books for primary students at an inner-city Catholic school, fifth graders produce Sacrament books, and seventh graders apply playwriting knowledge to their annual Passion Play production. Literature students establish background understanding of their chosen science fair topics in a step by step research paper writing process that enhances their application of the scientific method on carefully constructed projects that include judged oral presentations.

Grades 3-8 are departmentalized by expertise. Teachers often meet with students during recess and lunch to provide individual explanation. The junior high offers a Homework Club that meets twice weekly enabling students to seek small group or one on one support. Regular grade level meetings allow teachers to identify students in need of individualized or modified instruction. Team meetings including the administration, support educator, reading specialist, school psychologist, and speech therapist are held as necessary to offer suggestions and make recommendations for student required interventions. Every method leading to student progress and success is explored and implemented.

5. Professional Development:

The administration, faculty, and staff at St. Susanna are committed to ongoing professional development. Each instructor is responsible for designing and submitting an Individual Professional Development Plan (IPDP) that is aligned with the School Professional Development Plan. Within the IPDP, faculty members outline their professional improvement plans for the year, and the administration ensures that staff members work toward and complete their goals.

Newly hired faculty members attend an orientation meeting prior to the start of the school year. Entry-level teachers, as well as those new to the school, are matched with veteran peer mentors to complement their adjustment. Twelve faculty members have earned their Master's degrees and three are taking classes. The process of establishing Professional Learning Communities (PLCs) has begun this year. This will ensure a culture of collaboration in clarifying intended outcomes of each grade level, course, or unit of study.

Along with five in-service days, two annual professional days assure teachers of the administration's commitment to and encouragement of continuing education. St. Susanna teachers attend and extensively present at both OCEA and NCEA. They have also participated in the Ohio Writing Project, Lakota Literacy VIEW Reading and Writing Workshop, and Miami University's

Environmental Science for Elementary School Teachers. St. Susanna is one of the few schools to provide a Teacher Tuition Fund. This helps to finance advanced religion certification, technology skills, and graduate level courses further encouraging teachers to stay up-to-date with current trends in education. Funds may also be allocated toward continuing education for state licensure renewals.

The impact this professional development has had within the school is quite profound. Teachers are able to implement the best practices the field of education has to offer and share their discoveries at staff meetings. These findings are especially important when discussing Terra Nova results and brainstorming performance opportunities for advancing strengths and improving areas of weakness. The students are the beneficiaries because better prepared teachers, with current proven methodologies, produce better prepared students with the confidence and tools they need to succeed.

6. School Leadership:

St. Susanna School is led by one full-time principal as well as one full and one part-time assistant administrator. The principal's role is to foster a Catholic atmosphere, provide ongoing management of the total school program, and design programs which produce academic excellence. Therefore, the principal reviews all standardized testing on each and every student.

St. Francis of Assisi said, "It is no use walking anywhere to preach unless our walking is our preaching." The principal of St. Susanna inspires staff by being positive, enthusiastic, and compassionate while focusing on the miracles happening everyday in the classrooms. He is present at many extra-curricular events and student performances. Each morning he is outside welcoming students as they exit buses and cars.

St. Susanna administrators encourage faculty and staff members to view their positions as roles of leadership. Teachers are provided opportunities to share in leadership positions and accept responsibilities beyond their normal classroom duties. Monthly Grade Level Meetings have been implemented as an efficient means of communicating information related to school policies and concerns regarding student learning between teachers and administration. Another example of leadership and responsibility is the teacher mentoring program. The assistant principal works with veteran teachers to help new teachers adjust.

The school schedule has been set to allow teachers daily common planning time to meet with their team. Walk-through evaluations by the administrative staff occur weekly, providing reflective feedback to encourage teacher growth and maximize student achievement. Teachers receive a summative administrative assessment and observation every three years. In the intervening two years, teachers choose formative assessment opportunities such as Action Research, Portfolio Assessment, Student/Parent Surveys, and Peer, Self, or Video evaluations to advance their teaching effectiveness.

St. Susanna's administration encourages teachers to attend seminars and conferences and share what they learn with their colleagues. A recent example of this is a differentiated instruction convention attended by three faculty members. Upon their return, they created for their peers a comprehensive presentation to demonstrate the integration of this new knowledge within lessons.

Serving as a bridge between teachers and students, the St. Susanna administrative team promotes spirit, vision, and infinite potential.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$0</u>	<u>\$2985</u>	<u>\$2985</u>	<u>\$2985</u>	<u>\$2985</u>	<u>\$2985</u>
K	1st	2nd	3rd	4th	5th
<u>\$2985</u>	<u>\$2985</u>	<u>\$2985</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 3969 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 984
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
25 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
99 %

Subject: Mathematics

Grade: 4 Test: TerraNova

Edition/Publication Year: 2nd ed. 2000/3rd ed. 2007 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	74	77	74	77	76
Number of students tested	79	75	77	69	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 4 Test: TerraNova
 Edition/Publication Year: 2nd 2000/3rd 2007 Publisher: CTB McGraw-Hill
 Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	77	83	79	80	85
Number of students tested	79	75	77	69	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 6 Test: TerraNova

Edition/Publication Year: 2nd ed. 2000/3rd ed. 2007 Publisher: CTBB McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	75	83	88	83	82
Number of students tested	71	67	84	47	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: TerraNova

Edition/Publication Year: 2nd ed. 2000/3rd ed. 2007 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	75	74	84	77	81
Number of students tested	71	67	83	47	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 8 Test: TerraNova

Edition/Publication Year: 2nd ed. 2000/3rd ed.2007 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	84	89	85	85	86
Number of students tested	81	46	55	55	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 8 Test: TerraNova

Edition/Publication Year: 2nd ed.2000/3rd ed.2007 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	88	85	85	85	84
Number of students tested	81	46	55	55	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes: