

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. Joseph Epplen

Official School Name: St Gabriel Consolidated School

School Mailing Address:
18 West Sharon Rd.
Cincinnati, OH 45246-4323

County: Hamilton State School Code Number*: 055020

Telephone: (513) 771-5220 Fax: (513) 771-5133

Web site/URL: www.stgabeschool.org E-mail: j.epplen@stgabeschool.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: Mr. Mark Godbey

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. 10 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	12	20	32
K	22	27	49	7	19	20	39
1	28	22	50	8	22	18	40
2	20	26	46	9			0
3	25	18	43	10			0
4	22	20	42	11			0
5	17	33	50	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							391

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
18 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
70 % White
5 % 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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1.	395
(5)	Total transferred students in row (3) divided by total students in row (4).	0.010
(6)	Amount in row (5) multiplied by 100.	1.013

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: 4 %

Total number students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the 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: 5 %

Total Number of Students Served: 18

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>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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>1</u>	<u>1</u>
Classroom teachers	<u>18</u>	<u>2</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support staff	<u>3</u>	<u>4</u>
Total number	<u>25</u>	<u>10</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 21 :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	98%	98%	98%	98%	98%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	0%	14%	3%	6%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

At the end of 2008, three veteran teachers retired. They served a combined 56 years as teachers at St. Gabriel Consolidated School before their retirement. One teacher moved, and one teacher resigned.

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

St. Gabriel Consolidated School has married tradition with growth since its beginnings as a grade school, founded in 1867 by the Sisters of Charity. As the community population has changed, the school has evolved to meet student needs. The current school building, which was completed in 1927 and renovated over the years, still maintains its original character while incorporating up to date technology. St. Gabriel School has, at different time periods, included grade levels from kindergarten through high school. When it became apparent that communities outside of Glendale needed a Catholic school, St. Gabriel pursued a consolidation agreement with five diverse parishes (of which four had no school) to serve a wider array of students from varied geographic and socio-economic areas. As the first K-8 consolidated school in the Archdiocese of Cincinnati, St. Gabriel Consolidated School has been a model for other consolidated schools for the past seventeen years. The mission statement developed out of the challenge to bring together families and students towards a common purpose. The mission statement declares, *“St. Gabriel Consolidated School, a Catholic Christian elementary school, serves a diverse educational community. We are dedicated to nurturing each learner by providing a quality learning environment. Together, we form a partnership with parents and parishes to assist in the Christian formation of each student.”*

A significant strength of St. Gabriel lies in the parent-school cooperation that is an integral part of everyday life. All aspects of a student’s growth are nurtured with parents participating as critical partners in the formation of our students. Parent volunteers run the junior high theater program, lead scout groups, coach sports teams, and assist daily in the cafeteria, computer lab, library, and classrooms. New families are welcomed in meaningful ways; each family is assigned a mentor family and special new family evenings like ice cream socials are held to help build the school-home partnership even before the formal school year begins.

Every part of the school operation is considered vital to the success of St. Gabriel Consolidated School. The “Buckeye Best” award winning cafeteria gets involved in school events, serving as a display space for student-created art work and cafeteria staff has created themed meals for Math/Science and Geography Weeks. Regular lunch menus are planned in recognition of the diversity of the school's population. All special classes and the library integrate with academic curriculum areas. The school was awarded the "Picturing America" grant from the National Endowment for the Humanities to bring reproductions of American art masterpieces and correlating lessons to St. Gabriel. Teachers work closely together to provide students of diverse talents and interests with a well-rounded world view.

The school actively fosters relationships among students. Eighth grade students partner with kindergarten students in a Buddy program; they model appropriate behaviors, participate in cross-curricular activities, and offer friendly faces for the younger students. Seventh grade students develop a year-long Reading Buddy Program with first grade students. Weekly reading sessions ensure that students nurture their relationships. The faculty has undertaken a challenge to increase the "Rigor, Relevance, and Relationships" among all grade levels. Recent interactive History Week events were a result of pairing older and younger grades in an effort to co-teach lessons and have all students learn from one another.

Finally, St. Gabriel Consolidated School prides itself on frequent service-learning experiences. Most projects undertaken by the school come from personal connections that stakeholders have to groups in need. The generous nature of the students, parents, and staff is a reflection of the way the school community members are living examples of the gospel message and school mission.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Each October, TerraNova and InView tests are administered to St. Gabriel Consolidated School students in grades 2, 4, 6, and 8. The TerraNova tests are nationally normed tests that measure student achievement. The InView tests measure cognitive ability. When scores are tabulated together, the school is able to compare actual achievement with anticipated achievement. From October of 2004 through October of 2008, students have consistently scored above the 90th percentile, and students in all ability groups have scored over their anticipated scores as well.

Analysis of reading test scores using the National Percentile of the Mean Norm Curve Equivalents show that over the past five years, every group of students in all grades scored higher than their anticipated scores. In grade 2, students exceeded their anticipated scores by an average of more than 11 percentile points. Grade 4 obtained reading scores were more than 15 percentile points higher than anticipated scores. Even after these significant gains, grade 6 and 8 scores continued to outpace their anticipated scores by more than 5 and 9 percentile points, respectively. The same results hold true for math scores; every group of students in every grade level tested in the past five years obtained higher scores than anticipated. Grade 2 obtained math scores 16 percentile points higher than their anticipated scores. Grade 4 obtained more than 7 percentile points above their anticipated scores, and grades 6 and 8 continued to perform at a high level. Both upper grades obtained more than 5 percentile points over anticipated scores. These are statistically significant scores.

Scale score differences were also analyzed in order to evaluate the growth of students with different cognitive abilities. Again, obtained scores were compared to anticipated scores for each of the past five years. It is noteworthy that students of every cognitive level at St. Gabriel Consolidated School made positive gains, but the most significant gains were achieved by students with the lowest cognitive scores. In reading, students with a cognitive level of 116 and above scored an average of 6.2 points above anticipated scores. Students with cognitive scores between 85 and 115 scored an average of 15.8 points higher, and students with cognitive scores 84 and lower scored an average of 29.5 points higher. The results of math scores are just as impressive. Scale score differences for students with cognitive scores of 116 and above were an average of 8.5 points higher than anticipated scores. Students with cognitive scores of 85-115 scored 15.8 points higher, and again, the most significant gains were made by the students with the lowest cognitive scores. Students with cognitive scores of 84 or less obtained math scores with an average of 30.5 points higher than anticipated scores. These numbers are evidence that the teachers at St. Gabriel Consolidated School are meeting the needs of all learners.

In 2008, the Archdiocese of Cincinnati upgraded to the third edition of the Terra Nova from the second edition. Results from both editions of the test are similar. Students taking the second and third editions scored above the 90th percentile. There were no significant differences in the scoring trends with the new edition. Because no subgroups have 10 students in any grade level, no scores are disaggregated. The Archdiocese of Cincinnati's policy is to test students with an ISP/IEP according to accommodations on their plans, but their scores are not included with group results. St. Gabriel Consolidated School students do not participate in the state of Ohio assessment program.

2. **Using Assessment Results:**

When TerraNova data arrives, the information is used as a means of evaluating individual students who may need additional support or enrichment opportunities. Teachers examine results to see which students are performing up to anticipated expectations, and which students may be underperforming according to anticipated scores.

The principal and assistant principal evaluate scores from each subject area and from each subtopic. Teachers are then provided with individual student reports, subject area summaries, and summaries of subtopic areas

that are strengths and weaknesses. They are expected to adjust lesson plans to reinforce curricular areas that need attention. Teachers of grades 2, 4, 6, and 8 meet with the teachers of grades 1, 3, 5, and 7 to share student results. During faculty and curriculum meetings, testing results and trends are discussed. The faculty brainstorms suggestions to improve areas of need. For example, teachers noticed a weakness with students' use of math vocabulary. Teachers shared strategies to help students master the language of math. When a new math program was under consideration, teachers looked carefully at the way the program addressed math vocabulary. One reason for choosing the new program was the consistency of vocabulary used in all grade levels.

TerraNova scores are one factor that the Intervention Assistance Team uses to identify at-risk students who may need extra language, reading, or math assistance from school specialists. These same scores are used in conjunction with teacher recommendations to identify fifth through eighth grade students who are chosen for weekly enrichment groups. The decision to add Algebra as an option for eighth grade students was a means of challenging students with higher cognitive and math scores. Educators at St. Gabriel Consolidated School use test results to validate teaching methods and to change them when necessary.

3. Communicating Assessment Results:

When TerraNova results arrive in January, the school promptly sends parents the individual results for their children. The principal prepares a letter that explains and summarizes school results, and he also prepares a comparison of our school results to summary results from the Archdiocese of Cincinnati. All parents in the school, regardless of whether their children were in grade levels tested that year, receive the summary results. The principal also shares the summary information with the school's Advisory Commission and with the pastors. TerraNova results are included as a part of a new family information folder that is given to all prospective families who are considering St. Gabriel Consolidated School for their children.

Since the TerraNova test is just one snapshot of a child's progress at St. Gabriel Consolidated School, teachers also communicate on a weekly basis with families. Teachers in grades 1-5 send graded papers home in a weekly folder, and all students in grades 1-8 use a homework planner which serves as a vital communication tool between parents and teachers for behavioral and academic successes and problems. In an effort to further open lines of communication between school and home, St. Gabriel Consolidated School implemented the Progress Book online gradebook program. For the past two years, online access has been open for parents of fourth through eighth grade students. Parents are encouraged to track grades for every test and assignment given, to look at teacher comments for individual assignments, and to review their child's averages for all subject areas. Teachers monitor parent access and also send home paper reports for any parent who may have limited online access.

4. Sharing Success:

St. Gabriel Consolidated School is proud of the daily work that makes the school a "*Quality Learning Environment*". Community press publications feature articles and photos of successful school events, from interdisciplinary showcases to a visit from the new Archbishop of Cincinnati. Channel 19 News chose St. Gabriel as a "Cool School" in 2008, and students were proud to see themselves featured on the television segment. Eighth grade students consistently receive top awards at a "Model UN" program featuring participants from all over the city. Parishes recognize honor roll students, and parish newsletters publish monthly articles about school successes. A wide variety of organizations recognize St. Gabriel's work in serving others. The school has partnered with St. Francis Seraph School in downtown Cincinnati for many years to assist with needs for educational materials and personal items for their students. Long-standing relationships with organizations like St. Jude's Hospital, Ronald McDonald House, and the Leukemia and Lymphoma Society are examples of community connections the school seeks to serve.

Faculty members share strategies with other educators. The principal and four teachers have made many presentations for the Initiative for Catholic Schools about successful practices at St. Gabriel. The principal was part of a group from the northern cluster of archdiocesan schools that presented information about the value of Catholic Schools to a state legislator. The Spanish teacher has presented at a national conference for foreign language teachers.

In the event that St. Gabriel would be awarded the Blue Ribbon School status, we would celebrate with stakeholders and community members. After a ceremony to display a Blue Ribbon banner, families would be invited to a special Mass. A day of celebration would follow, and from there, we would continue working to maintain and enhance our status as a Blue Ribbon recognized "*Quality Learning Environment*".

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Gabriel Consolidated School students benefit from a challenging curriculum which meets and exceeds the requirements of the Archdiocese of Cincinnati's Graded Course of Study. Instruction is differentiated according to the needs of students, and educators work to integrate cross-curricular lessons into daily plans.

Language Arts: The curriculum reflects a balanced literacy program where students are reading and writing throughout the day. Teaching of comprehension strategies, writing process stages, vocabulary, grammar, and spelling are blended into blocks of instructional time.

Science: Students of all ability levels learn concepts through inquiry based lessons. Hands-on experiences in primary grades range from bird-watching excursions on school grounds to observations of caterpillar life cycles. Middle grade teachers have students build electrical circuits and construct engineering projects. With a recently constructed lab and grant money for additional materials, students have designated space and materials necessary for scientific exploration of concepts. Teachers integrate the writing process as students work through the scientific method.

Math: The curriculum encourages critical thinking and understanding the relevance of math with real world applications. Teachers employ whole group and small group instruction using extensive manipulatives. Materials like white boards are used to informally assess student learning each day. Teachers combine textbook lessons with problem solving activities, simulations, and websites to increase understanding for all learners.

Spanish: Every K-8 student attends Spanish instruction each week. The curriculum focuses on conversation skills, vocabulary acquisition, exposure to cultural traditions, and integration with other curricular areas. Singing songs, reading stories, acting out vocabulary, and repetition of simple conversations makes success achievable for all ability levels.

Religion: Students of many faith backgrounds attend St. Gabriel, and they learn beliefs, traditions, and values of the Catholic faith. Students in grades 1-8 volunteer as musicians, readers, gift bearers, and servers at weekly liturgies. Teachers support parish sacramental programs. They reinforce core Catholic values in all subjects. Annual programs such as Everybody Counts and numerous service projects emphasize the value of each person.

Social Studies: The curriculum emphasizes the five themes of geography combined with historical perspectives, multi-cultural connections, civics, and economic skills. Teachers aid students in recognizing connections between past events and present realities. Students learn about their personal responsibilities as members of the global community. The staff draws on the diversity and experiences of parents by involving these community members in lessons.

Technology: All K-8 students attend computer class one day per week where two teachers assist students. Lessons are created to empower students to be comfortable and safe in navigating many types of technology resources. The newly equipped lab is available one day a week for any teachers to use for class activities.

Art: Grade K-8 students attend art one day per week. The teacher collaborates with classroom teachers to develop cross-curricular lessons using a variety of media. Students learn about artists from many historical eras. The school features artwork from every child in the annual Art Show.

Music: Grades K-5 attend music twice per week, and grades 6-8 attend music once a week. The music teacher adheres to the Ohio Music Content Standards (which include historical, cultural, and social contexts of music, creative expression, and analysis of different musical styles). Carl Orff's method of teaching musical concepts through movement benefits students. Students perform in annual programs for Christmas, Grandparents' Day, and religious celebrations. Grades 4-8 have the option to participate in band instrument instruction.

Physical Education: All students participate in physical education two times per week. The curriculum emphasizes the development of motor skills, hand-eye coordination, sportsmanship, and overall good physical health. Activities are carefully chosen to promote good teamwork, individual success, and healthy living.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The curriculum emphasizes comprehension skills, fluency, and fosters a love of reading by exposing students to a variety of reading materials. Beginning in grade 2, teachers use novel units to demonstrate analysis of character, plot, setting and theme. When students choose novels, teachers provide direct guidance on picking appropriate books for individual reading abilities. Students' Accelerated Reading (AR) goal is dependent on their individual capabilities. Parents receive quarterly reports with AR scores and comprehension levels. Two years ago, students requested the opportunity to come in during summer months so they could pace their summer reading and take AR tests. In 2008, 218 students in grades 3-8 took advantage of the summer testing program; that number increased to 252 students in 2009.

The balanced literacy program for primary grades includes read-alouds, shared and guided reading, phonemic awareness, phonics, word study, and knowledge of higher frequency words. A new primary reading program incorporates higher quality literature and leveled reading selections. Grades 5-8 employ literature circles which enable students to direct their own learning, use higher level thinking skills, and evaluate uses of literary techniques. Using this method, students take a leadership role within their circles and use cooperative learning skills. Literature circles afford teachers many opportunities to assess students' comprehension and fluency during group discussions. With more than 100 class sets of books and novels available, teachers can supplement any curricular area.

Primary teachers use weekly volunteer tutors to assist learners and ensure reading confidence and fluency. The reading specialist uses DIBELS to assess early literacy skills of kindergarten students and all first graders. As students advance in grade levels, teachers integrate more reading challenges, culminating in junior high with participation in Word Masters analogy competitions. Students have placed nationally in this rigorous contest, and teachers employ many techniques to help students understand advanced vocabulary.

3. Additional Curriculum Area:

Technology: The program supports educational needs of children living in the 21st century and enhances all curriculum areas. Using monthly topic sheets filled out by classroom teachers, technology teachers find correlating webquests and websites, or they create original lessons that provide remediation or enrichment. Technology becomes a motivator for students to make connections in their learning. For example, computer teachers support a Spanish and Social Studies collaborative lesson by providing instruction on internet research for flights and travel costs, calculating distances, and preparing a budget. Language teachers combine persuasive writing with a computer lesson to produce school advertising

brochures which are used to attract new families. Similar lessons help students understand the relevance and real-world applications of the curriculum.

Access to technology is part of everyday life at St. Gabriel. Beginning in kindergarten, students use computers to do early literacy and math activities during center time. Students work at their own pace, and the technology is appealing for many learning styles. SMART Boards enhance content area lessons for grades 1-8. Daily Oral Language sentence corrections become interactive using the SMART Board. The Library of Congress website is used with the SMART Board to project copies of primary source documents for whole class analysis. K-5 math teachers chose a new math program that specifically had a SMART Board interactive textbook component. Students use Turning Point response devices for interactive review activities; teachers can quickly assess student learning by the responses displayed and they can privately track individual student answers to determine who may be struggling with topics.

The technology program supports the school-home connection with links to websites used in class. Parents can follow up on and reinforce class activities with a click on the school webpage. From their experiences at St. Gabriel, students are well-prepared to face the challenges of new technology.

4. Instructional Methods:

Students receive instruction delivered in a variety of methods designed to maximize learning. Teachers blend whole class lessons with small group and one-on-one instruction as needed. Because students possess multiple intelligences, exposure to art, music, physical movement, and cooperative learning groups are used to enhance learning in all curriculum areas. Having a small staff allows teachers to build relationships with students. Teachers are able to seek advice from previous teachers and instructional specialists who also know the strengths and weaknesses of students. Teachers use various daily assessments to monitor student understanding; from exit tickets at the end of class periods to observations of small groups, teachers modify future lessons until all students are successful learners.

Based on TerraNova results, teacher analysis, and parent input, an ability grouped eighth grade math class is created in order to meet the needs of students who would benefit from an advanced math curriculum. Testing is conducted after grade 7. Students with above average math skills receive Algebra instruction for the entire eighth grade year. At the conclusion of the eighth grade year, students may test out of high school freshman algebra. The other students participate in a traditional math curriculum for the first semester, but then they are challenged with Algebra instruction for the second semester of the eighth grade year.

One tangible result of student achievement from instruction at St. Gabriel is the outstanding performance by eighth grade students on the Archdiocesan high school placement test. In each of the past two years alone, eighth grade students earned over \$125,000 in scholarships to a variety of Catholic high schools in the Cincinnati area based on placement test scores. 94% of students go on to Catholic high schools. Graduates from St. Gabriel Consolidated School regularly return to visit teachers, and they share their excitement over the excellent preparation they received.

5. Professional Development:

The faculty at St. Gabriel Consolidated School are models of lifelong learners and engaged critical thinkers. All teachers are given the opportunity to take two professional days to attend workshops each year. Many attend workshops in teams as a way to encourage collaboration. PTO designates money towards educational expenses for faculty members. The administration recognizes that teachers are interested in pursuing relevant professional development that will most benefit students, so teacher input is elicited for inservice topics. Teachers also submit and follow up on Individual Professional Development Plans in accordance with the Archdiocese and Local Professional Development Committee.

In the past few years, the principal and four teachers were grant recipients in Xavier University's Initiative for Catholic Schools. This program provided intensive training over four years with a focus on developing leadership skills and improving math and science instruction with best practices. Program participants brought their learning back to the whole staff during professional development sessions to improve math and science teaching in all grade levels.

Another meaningful pursuit was undertaken in January of 2009. The principal suggested that staff members may be interested in attending a three-day "Winter Symposium for Improving Student Performance in Grades K-12" from the International Center for Leadership in Education. PTO funded the majority of this Rigor, Relevance, and Relationship conference, and it was decided that those chosen to attend would come back and be responsible for passing on their learning in a series of curriculum and inservice meetings. More than half of the K-8 teachers wanted to participate in the symposium which is evidence of the faculty's active interest for continuing education. Five teachers attended the conference, and since then, the teacher led curriculum meetings have resulted in all teachers adopting the "rigor and relevance" framework that enhances the learning of students.

6. School Leadership:

The principal is the educational, administrative, and spiritual leader of St. Gabriel Consolidated School. In the past ten years, Mr. Joseph Epplen has committed himself to the growth of the school and of its students. His vision has propelled the school through physical improvements, but most importantly, he builds strong relationships with students, parents, and faculty.

Mr. Epplen spends the majority of his day directly with students. By greeting all arriving students, assisting all grade levels in the cafeteria, and taking part in all intervention and service plan meetings, he is acutely aware of student needs and interests. Between the times he makes for students, he addresses faculty concerns and has daily interactions with parents to build strong school-home connections.

Based on student, parent, and faculty input, Mr. Epplen instituted the middle grade enrichment program, math remediation and enrichment program for grades 2-5, Spanish program, and major technology upgrades. He has been an integral part of keeping staff up to date with best practices. In an effort to improve math/science instruction, Mr. Epplen pursued the Initiative for Catholic Schools grant and chose teachers to become math and science curriculum experts within the school. He is cognisant of the changing community and global demands for engaged students who can think critically. As a result, he arranged for a new teacher leadership team with a focus on adding rigor and relevance to all curricular areas. This push has renewed energy within the staff and enabled teachers to work together in new ways.

Finally, Mr. Epplen's leadership extends into the spiritual base of the school. Under his tenure, teachers established monthly faculty prayer meetings and the school has significantly increased its participation in service projects. Mr. Epplen exceeds all expectations for any Catholic school administrator.

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>\$3275</u>	<u>\$3175</u>	<u>\$3175</u>	<u>\$3175</u>	<u>\$3175</u>	<u>\$3175</u>
K	1st	2nd	3rd	4th	5th
<u>\$3175</u>	<u>\$3175</u>	<u>\$3175</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? \$ 3813 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 681
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
0 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
48 %

