

PART I - ELIGIBILITY CERTIFICATION

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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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 14
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	23	19	42
K	21	20	41		7	27	27	54
1	20	27	47		8	32	28	60
2	25	21	46		9	0	0	0
3	26	21	47		10	0	0	0
4	27	18	45		11	0	0	0
5	32	25	57		12	0	0	0
Total in Applying School:								439

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % 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 2009-2010 school year: 3%

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, 2009 until the end of the school year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1, 2009	453
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 2

Number of languages represented, not including English: 2

Specify languages:

Korean and Portuguese

9. Percent of students eligible for free/reduced-priced meals: 2%
 Total number of students who qualify: 18

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

At the beginning of each school year, the Archdiocese of Cincinnati provides an Income Form which all families are required to fill out and submit. Using the information submitted on the form, the school is able to determine how many students would qualify for free and reduced lunches if such a program was offered at this school. Forms were sent to 279 families. All replied. From the responses it was calculated that 18 students, or 2% of the students would qualify for free and reduced lunches.

10. Percent of students receiving special education services: 4%
 Total number of students served: 19

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</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>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>2</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff	<u>2</u>	<u>2</u>
Total number	<u>28</u>	<u>7</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: 16:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	94%	95%	95%	94%
Teacher turnover rate	0%	9%	14%	0%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Daily Teacher Attendance- In **2005-2006**, one teacher had a spouse with an extreme medical condition, she needed to be present for those consultations and treatments. In **2008-2009**, one teacher took an extended leave of absence and a virus swept through the school.

Teacher Turnover - In **2007-2008**, two teachers relocated due to their spouses' employment and one took a leave of absence to raise children.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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All Saints School is the parish school of All Saints Roman Catholic Church, located in the Kenwood area of Cincinnati, Ohio. Beginning in 1954 with six classrooms, the school has grown over the years to 18 homerooms, two each of kindergarten through eighth grade; the current enrollment is 442. Over the past ten years, the entire facility has been updated, funded entirely by the parish community. Generally, our students come from middle to upper middle income parish families. All parishioners' children are accepted; there are no qualifying criteria. Tuition assistance is available for parish families in need.

The Mission Statement summarizes the school's commitment to its students. "All Saints School, in partnership with the Catholic faith community of All Saints Parish, strives to share the love of God by living the Gospel of Jesus Christ. Through an enriching and challenging learning environment, we nurture students so that they will become compassionate, confident life-long learners who will make a difference by serving others." Our Mission Statement, developed by the faculty and approved by the parish, is the guiding standard by which every program and activity are measured.

All Saints is chartered through the state of Ohio and fully accredited through the Ohio Catholic School Accrediting Association. All Saints School has a proven record of academic excellence, verified through our test scores and the students' acceptance in the local Catholic high schools. The class of 2010 achieved 100% acceptance. The number of current students from alumni boldly confirms that the school has achieved the ability to maintain tradition while expanding the curriculum to provide competitive academic excellence. This is further supported by the fact that several faculty members have their children enrolled here.

All Saints School offers many curriculum-enhancing opportunities including an up-to-date and well-equipped library, and Spanish classes for all students. A freshman honors Algebra 1 course is offered to qualified eighth grade students. Enrichment activities in reading and mathematics are available through our teachers' aides and auxiliary services. Parents are included in nearly every aspect of the educational experience and provide additional programs such as Everybody Counts! and Art Works. Before and after school activities include beginning and advanced band, chorus, art, science, drama, guitar, Tae Kwon Do and Lego STEM (Science, Technology, Engineering, and Mathematics).

Each day the school assembles for Morning Prayer in the gym, with ten minutes of scripture, meditation, petitions, and group prayer, followed by the Pledge of Allegiance. The students also attend Mass weekly and can participate in the Sacrament of Reconciliation each trimester. The homerooms rotate preparing the all-school liturgies, which always include bringing in canned goods for the local Food Pantry.

All Saints is unique in its School Families program which works to strengthen a sense of community and develop leadership skills. Each of the 54 school families consists of one student from each grade, kindergarten through eight, each led by the eighth grader. The success of this program is evident in the friendly and accepting atmosphere in the school, developing a sense of comfort and confidence among the students. The program has successfully broken down some of the social barriers that can exist when there is a wide age span and a relatively small population.

There is a commitment at All Saints to technology and the fine arts. Each classroom is equipped with computers, along with a projector, and Mimeo or InterWrite board. A state-of-the-art computer lab is available to all. The music teacher employs the Orff Method, a program proven to stimulate brain development. The art teacher explores a variety of media to encourage self-expression.

Auxiliary services for students at-risk include a mathematics teacher, an intervention specialist, a psychologist, and a speech/language teacher. The entire faculty participates in the identification, assessment, and curriculum modifications necessary to help all students become successful.

All Saints School boasts a full faculty of qualified educators. The art, music, physical education, and Spanish teacher, as well as the librarian and technology support personnel, are all full-time. Part-time aides are provided in all the classrooms. All Saints is a work in progress, ever evolving and improving, and always mindful of its Catholic Identity.

1. Assessment Results:

All Saints School's exemplary test results indicate that its students are being well-prepared academically and that curriculum is verifiably successful. The school administers a wide variety of assessment tools, but the Scale Scores on the data table in this application are from the *Terra Nova Achievement Test*. The tests are administered every October to Grades 2, 4, 6, and 8. The scores from this nationally-normed test are compared to previously achieved scores and to the schools in the Archdiocese of Cincinnati. All Saints students typically score above both the Archdiocesan and national averages in both reading and mathematics.

In reviewing the trends in student achievement from the *Terra Nova Achievement Test* in mathematics and reading over the past five years, it can be noted that the longer a student attends All Saints, the greater his/her academic progress. Since their fourth grade year, the 2009-2010 eighth grade gained over 77 points (Scale Score) in mathematics and 51 points in reading. The 2009-2010 sixth graders gained 106 points in mathematics and 66 points in reading (Grade 2 to Grade 6). Fourth graders that year gained 50 points in mathematics and over 40 points in reading (Grade 2 to Grade 4). It is also typical for the students with the lowest CSI scores to achieve the greatest difference between their obtained scores and their anticipated scores, scoring higher than anticipated. Because all students take the *Terra Nova* and *In View* tests, the population reflects no subgroups. Therefore, there are no disparities in the test scores.

The All Saints students do not participate in state assessment programs, but they are included in several other Archdiocesan assessments. Students in Grades 3, 5, and 7 participate in the *Archdiocesan Writing Samples* which are scored by teachers in the Archdiocese using a detailed rubric. The students in these grades consistently exceed the Archdiocesan averages.

Students in Grades 5 and 8 are annually assessed using the *Assessment of Catechesis and Religious Education (ACRE)* exam, aimed at determining the students' understanding of basic Catholic doctrines and their applications. The test is nationally normed, created by the National Catholic Educational Association, and administered throughout the Archdiocese. All Saints students exceeded both the national and Archdiocesan averages in both grades.

Understanding that curriculum development is influenced by data, All Saints uses multiple internal diagnostic tools to improve student learning. Prospective kindergartners are screened each spring using the *Kindergarten Diagnostic Instrument*, providing a base line for the fall kindergarten program. Throughout the early grades, the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* are routinely administered to determine the literacy skills of developing readers. This allows for early intervention when students are at risk. The Intervention Specialist has training in several other diagnostic screenings, which provides additional data for accommodating students. During monthly grade level meetings, interventions can be developed to improve deficient areas.

The *Response to Intervention Program (RTI)* employs diagnostic probes for the students in Grades 4 and 5 on a trimester basis to establish group benchmarks. These benchmarks are a key component when plotting student progress graphs. Every two weeks Tier 2 and 3 students participate in two-minute probes in reading and mathematics. (Tier 1 students are involved in enrichment activities.) Using this information, the RTI staff customizes interventions for each Tier.

All Saints assessment results are impressive and serve as the basis for programs that enhance student learning. They indicate a high level of faculty involvement and commitment to each of the students, no matter their ability levels. In addition, supplemental programs, such as *Accelerated Reader* are routinely

integrated into the curriculum. There is a high degree of collaboration among the teachers. They are professional and work together in a genuine partnership with the families whose children we serve.

2. Using Assessment Results:

All Saints School utilized the *Terra Nova and InView* standardized tests to assess student progress both as grade levels and individually. Results are shared and discussed by the entire faculty to determine each class's strengths and areas for improvement. Achievement is compared to ability, giving a clear snapshot of each student over the years. This information guides the direction of the school and the development of its goals. Results are used to help determine eligibility for academic support or academic enrichment.

Working to insure that progress is aligned with the standards, the *Archdiocesan Graded Course of Study* (GCS) and the school's goals, the teachers attend monthly in-house meetings with auxiliary personnel by grade level. Teachers also meet as levels (K-2, 3-5, 6-8) each month to coordinate lessons in major content areas and to share observations. This allows for continuity in the skills being taught and a chance to develop expansion activities without duplication. Teachers and administration meet regularly to discuss and disaggregate the test scores

The teachers have viewed presentations and attended workshops on interpreting and utilizing data from the standardized tests. When the reports arrive, they are sent to parents with a letter explaining how to interpret the results. Teachers use the reports during parent-teacher conferences. The teachers' lesson plans are evaluated monthly, along with regular classroom observations, in order to insure that teachers are supported, which, in turn, supports achievement.

This year, a new program is being piloted in Grades 4 and 5, *Response To Intervention* (RTI). Students participate 20 minutes each day in activities especially designed to meet their needs, depending upon which Tier coordinates with their current skill levels in mathematics, language arts, social studies, or science. The program is coordinated through the auxiliary personnel and the assistant principal. At the basis of RTI is the collection of data on each student, allowing the faculty to design instructional activities to meet his/her specific needs.

Other diagnostic assessments such as the KDI provide data to develop a profile and program needs of the incoming kindergartners. DIBELS tracks reading skills so that struggling students can be identified and interventions put in place. The Riverside Algebra Readiness test, along with TerraNova and other data, qualify seventh graders to take Algebra 1 as eighth graders. The writing samples allow teachers to review each child's composition skills and to address deficiencies while encouraging competence.

3. Communicating Assessment Results:

Clear and frequent communication is of major importance at All Saints School, and the school strives to keep stakeholders informed, to ensure that concerns/questions are addressed, and to maintain an atmosphere of trust. When test results are received, the reports are shared and discussed by the entire faculty who needs to be fully informed of the results and the implications. The individual reports are sent home along with a letter of explanation and an invitation to meet with the teachers, the guidance counselor, or administration to discuss results and to address key issues. Reports are developed and shared with the Parish Staff, the School Parent Committee, the Parish Finance Committee, and all parents in the weekly electronic Home Folder.

The monthly Newsletter and the church weekly church bulletin serve as important vehicles of communication. The Newsletter shares the test results with the school community, including a comparison of our test scores to those of the Archdiocese. Through the bulletin, the parish is kept up-to-date regarding how the students are achieving. The results are also published on the school website and included in the Prospective Parent Packets. This allows families investigating schools, particularly families from out of state, to have a clear understanding of the effectiveness of the school's

programs. During the January Open House, prospective families receive assessment results and can view comparison graph boards. Questions can be addressed directly to the administration and faculty.

Each teacher maintains a page of the school's website daily, posting homework and long-term assignments. The site includes a direct link to each teacher's e-mail. In addition, many teachers send a weekly or bi-monthly newsletter. Parents can contact the teachers and administration through voice mail. The school communicates student progress through the *Student Management System*, which allows parents of students in Grades 4 – 8 to access their children's grades at any time. Interim reports are provided for parents of students in Kindergarten through Grade 3. Full report cards are sent home at the end of each trimester.

4. Sharing Success:

At the beginning of each month, the Superintendent of the Archdiocesan School meets with principals from the local Catholic elementary schools. All Saints belongs to the Eastern Suburban Cluster, a group of 17 principals who meet monthly. Our Cluster representative communicates information and provides feedback. The Archdiocesan School Office can then determine speakers, programs, and practices that would be of benefit to our schools. Principals can share concerns and issues. Each principal disseminates information to the appropriate local groups.

The relationship with the Cluster schools has expanded into opportunities for professional growth for the faculties. Together we provide religious and academic in-services. When the teachers come together, they share ways to present curriculum, and methods used to develop subject matter at each grade level. The physical education, art, music, technology persons, foreign language and other educators also have the opportunity to collaborate.

The faculty is involved in the larger community. The librarian recently ended her term as the president of the local Catholic Library Association. The music teacher is a professor at Miami University (Oxford, OH). The junior high science teacher is affiliated with the University of Cincinnati, providing instruction to teachers who wish to develop a Science Day in their schools. Last summer, the local PBS station, WCET, filmed segments of "You At The Zoo", with one of our teachers and 12 students. The instructional videos emphasize hands-on scientific inquiry, demonstrating teaching methods to present science concepts to their classes. Teachers have presented workshops on mathematics, science, language arts and literature at the Ohio Catholic Education Association conventions.

Underscoring the Christian value of service, the students are involved in a variety of projects which have provided items for the Pregnancy Center, nursing homes, a half-way house, and people in the military. Recently the School Families donated items and packed 60 boxes of goodies that were sent to soldiers in Afghanistan, helped restock the Food Bank, and filled Thanksgiving baskets. Student outreach has included Christmas projects and collecting money for the victims of natural disasters.

All Saints School is proud of its alumni and their accomplishments. Using a variety of forums, the school shares student, faculty, and alumni successes. The local city newswire media have carried stories of activities at All Saints. A School Marketing Committee publicizes the school's accomplishments. They would provide the leadership should the school be awarded Blue Ribbon status.

1. Curriculum:

All Saints curriculum follows the Graded Courses of Study provided by the Archdiocese of Cincinnati and meets or exceeds those guidelines. The administration and faculty work collaboratively to provide excellent lessons, meeting as a faculty, as levels, and for special projects so that curriculum is coordinated across the grade levels.

Religion Faith formation at All Saints School is the core value of the school. The students not only participate in daily Religion classes, but gather each day as a school community for prayer. The day concludes with communal prayer over the speaker. The students take an active role in daily prayer, sacramental preparation, weekly liturgies, prayer services, and the school Families. They participate in the traditional forms of Catholic prayer. To reinforce Catholic values, students participate in the *Character Development Program, Leadership Camp, Peer Mediation, In Control, and Everybody Counts!* An all-school retreat day is part of the Catholic Schools Week activities. Faith expressed through service is emphasized and the students are involved in at least five major service projects each year. Older students serve as buddies and tutors to the younger students.

Language Arts The language arts program is composed of reading, grammar, writing, phonics, spelling, and vocabulary. At the primary level, student progress is tracked using *Dynamic Indicators of Basic Early Literacy Skills*. A basal reading series introduces students to basic skills such as context clues, listening skills, comprehension, and reasoning/critical thinking skills. Teachers in the intermediate and junior high grades integrate and build on these skills through chapter books and novels, and content area discussions. Students are guided through the writing process at all grade levels and formally evaluated in Grades 3, 5, and 7. All students are taught how to navigate the library and to make use of its resources, as well as reliable online information sources. The goal is to develop students who are independent learners, with strong communication skills, and capable of discerning the authenticity of information.

Mathematics The mathematics program at All Saints School follows the Graded Course of Study for the Archdiocese of Cincinnati. It is described in detail below.

Social Studies The social studies curriculum fosters a knowledge and appreciation of the past, an awareness of the present, and a look into the future. Activities emphasize our connectedness to past events, lessons learned from experiencing those events, and how that knowledge influences our responsibilities as citizens. Geography is integral at each grade level. Representatives from Grades 7 and 8 participate in a Model UN activity at a Catholic high school. Teachers arrange for speakers with firsthand knowledge of historical and current events.

Science The science curriculum is based on understanding and applying the scientific method. It is provided through scientific inquiry and problem solving activities. Students are involved in explorations both in the lab and outdoors. Seventh graders participate in Science Day which includes the application of the scientific method and the composition of detailed research papers. The students present to teams of judges to earn the chance to present at district and state levels. Enrichment activities include a parent science night, *Crystal Clear Science* presentations, the *Dome Planetarium*, and field trips to several local camps. Recycling is practiced here, encouraging an appreciation of the environment. After school science classes are available for K-4 students. Good health practices are taught through the science curriculum.

Fine Arts The music program enhances students' overall development through the Orff Schulerwerk method. Students experience hands-on classes twice a week, including classes which incorporate music, dance, singing, percussion instruments, and learning about composers. There are two major presentations annually, the *Christmas Program* and the spring *Fine Arts Festival*. Students can also join the band, the All Saints Singers, and the Children's Choir. The eighth graders present an annual musical play.

The art program exposes students to a wide variety of media, cross-curricular activities, and cultural diversity, while encouraging self-expression. The *ArtWorks* program is provided through parent volunteers. *Young Rembrandts* is available after school. During the spring Festival, student art projects are displayed throughout the school.

Physical Education Physical education is integral to the All Saints total education program which promotes regular exercise and good health practices. Terminology and rules are presented, along with opportunities to experience a variety of sports and other activities, such as running the mile and a school-wide Field Day. The parish provides an active sports program for all ages. Our full-time nurse routinely provides health screenings and Health Notes to school families.

Spanish All students participate in Spanish classes for 60-80 minutes per week, beginning with kindergarten. Our native Spanish-speaking teacher has developed a curriculum that meets the needs of the different age levels, with emphasis on vocabulary, grammar, conversation, and Hispanic culture. All Saints School is in compliance with the Blue Ribbon program's foreign language requirement.

2. Reading/English:

Students often come to All Saints at the kindergarten level having already developed strong reading skills. Others have only beginning skills. Teachers at this level strive to provide a solid foundation based on the phonetic approach to instruction, including sight words, stories, tactile experiences, and writing. Approaches are varied and integrated across the curriculum. The aides in kindergarten through grade five are certified teachers and provide support as reading skills emerge. DIBELS tracks basic skill development throughout the early grades with the goal of intervention for students not reaching Benchmarks. Students are also tracked through their standardized test scores.

The basic curriculum consists of basal reading series, supplemented with Big Books, trade books, novels, magazines, and learning to read for information in the content areas. Students are engaged in skill building and comprehension activities at all levels as teachers provide a curriculum rich in content, differentiated in delivery, and designed to challenge each student. This may include dramatizations, oral presentations, author presentations, and activities designed to reinforce the importance of reading. Students in Grades 5 – 8 participate in an annual *Spelling Bee*.

The library is well stocked and diverse, with over 9,300 books which are constantly assessed and updated. Our full-time librarian provides coursework in library skills to students in Grades 3 – 5, reinforcing that information literacy prepares students to be independent learners. Library volunteers work with the younger students, as do the junior high tutors, who practice skills with them one on one. The *Accelerated Reader Program* promotes independent reading. *SRA*, and a variety of computer resources encourage comprehension and help reasoning skills evolve and grow. To promote the love of reading, students participate in *Right-To-Read Week* activities and other enrichment activities, such as *Summer Family Reading Nights* and *Book Fairs*.

Students who struggle in reading are strongly supported. Aides work with students in Grade K – 5. Teachers also work collaboratively with an Instructional Specialist, Speech/Language Teacher, and a Psychologist, meeting monthly to stay current and determine accommodations and supports. RTI assesses the needs of all students and allows the faculty to respond quickly. At times *Individual Service Plans* are formally developed using specific assessment tools. Strategies and goals are individualized to the learner and implemented during the school day. Such plans are coordinated with the psychologist of our local public school district.

3. Mathematics:

The students of All Saints School are exposed to a variety of instructional methods in mathematics in order to develop an understanding of the basic operations and functions of numbers—moving from the concrete to the abstract. Manipulatives in the primary grades help develop math concepts, along with

basic skill practices and timed drills. Development is further expanded through web sites and software that help build a solid foundation. Now, with the math textbooks on-line with links to practice sites, students work not only in the classrooms but can gain understanding and competency independently. Aides take small groups for remediation and enrichment. A math specialist serves as a resource for instructional strategies and provides services to students requiring either remediation or more challenging applications. Students participating in RTI are assessed every two weeks and their instruction is modified to meet each student's specific needs.

Mathematical concepts are incorporated into other subjects areas, such as science and art, where an understanding of metrics and other mathematical concepts, like geometry, help students understand how mathematics is applied, that it is not just textbook learning. At each grade level problem solving techniques are introduced and developed, encouraging the higher level thinking skills. Real-life applications facilitate understanding and emphasize the connection between the classroom and the real world. Looking to address the various learning styles, teachers frequently attend workshops to stay current with best practices. The practices are incorporated into their lessons and shared with other faculty members. New materials and programs are purchased per teachers' requests, and training provided. Enrichment opportunities begin in Grade 2. *MathCounts* is available for students in Grades 5 – 8, as are adventures in the *Stock Market Game* and competition *Chess*. Grades 5 and 6 compete with other Catholic schools once a year. Students are exposed to algebraic reasoning at all levels, culminating with 40% of the eighth graders qualifying for an Algebra 1 freshman honors course. Ninety-two percent of the algebra class tested out of Algebra 1 at the high school level.

4. Additional Curriculum Area:

Technology is incorporated throughout the curriculum. Teachers implement the Guidelines for Technology from the Archdiocese and have written their own Technology Plan for All Saints with the goal of developing students who are proficient and media savvy. Each classroom is equipped with student computers, DVD players, projectors with InterWrite or Mimio pads, and document cameras. They are networked to the Internet, allowing the faculty unlimited resources to enrich curriculum. The computer lab is state-of-the-art. The students utilize a variety of programs, such as Word, Excel, Publisher, and Power Point. All Saints has closed-circuit television capacity and broadcasts daily.

Skill building begins in kindergarten, keyboarding in Grade 3. Computer classes are provided for K-5 students through their classroom teachers and a Computer Lab aide. Students visit websites and navigate software that coordinates with classroom learning. Teachers create specific lesson plans for this time, coordinating lab activities with teachers' lessons in other subject areas. This allows students to apply their skills within the curriculum. All Saints employs a full-time technology person who, at present, is working with a company to develop a sophisticated data management system for grading and reporting. With this system, parents of students in Grades 4 – 8 can access their children's grades at any time, encouraging communication between the home and school. Families also receive periodic electronic communications.

For the students to be successful, teachers must possess computer skills and understand the importance of the students attaining strong technology skills. Students must be able to use software provided by the school, access subscription databases, and locate web sites through search engines, determining their validity. Students need to understand their moral and ethical responsibilities. Teachers must reflect and model these responsibilities. To that end, training is provided on an on-going basis, at times customized to meet the teachers' individual needs.

Most recently the teachers are evaluating a video streaming service to more easily access video clips that can be integrated into subject matter. Students may use software to create a Halloween character to decorate an original poem, or create a travel brochure for a country being studied. In a 30-minute virtual field trip, the fourth grade teacher visits the sites of the Native Americans indigenous to the state of Ohio, viewing videos, hearing interviews, and noting their locations. The students are enthusiastic about their developing skills and the many options for using them.

5. Instructional Methods:

All Saints teachers employ a wide variety of instructional methods to enhance and encourage student learning and to accommodate the different learning styles. The faculty is continually encouraged to develop creative teaching techniques. Increasingly, they are using a diverse arsenal of methods to capture and maintain student involvement in the learning process, particularly incorporating the use of technology.

Students benefit from actual experiences and are exposed to lessons that are kinesthetic with auditory and visual components. Teachers enrich curriculum using resources from the Internet and their own power point presentations on the InterWrite boards to capture and maintain student interest. Students create travel brochures. They write and present news broadcasts (complete with commercials) when learning about current events and countries.

Teachers in the primary grades utilize both whole-group and individual instruction in self-contained classrooms, where they are supported by aides, volunteers, and the auxiliary staff. All provide pertinent data on student progress through simple assessments with volunteers, or more formal assessments such as DIBELS or the TerraNova tests. They are amazing observers of student behavior and their collaboration assures student success.

Departmentalization begins in Grades 3 – 5, where students switch classes for social studies and science. This allows the teachers to begin to focus on the subject matter of interest to them and provides the opportunity for students to become familiar with the instructional methods of other teachers. Grades 6 – 8 are completely departmentalized. Content is cross-curricular. Students are not tracked by ability until the eighth grade and then only for mathematics. As students progress through the grades, they are engaged in a variety of cooperative learning models, thematic units, cross-curricular writing, and student-prepared presentations requiring them to apply their computer skills.

The teachers meet monthly by grade level with the Auxiliary Services team. This keeps everyone up-to-date regarding accommodations for students at risk and to identify students who may be in need of evaluation. Data from observations, sample work, and other assessments is discussed. The team offers intervention suggestions, along with academic support.

Most impressive is the faculty's willingness to incorporate the InterWrite and Mimio pads and the document cameras in every aspect of instruction. As the faculty becomes more comfortable with this technology, these methods of providing curriculum are gaining momentum at All Saints. The students are really benefitting because they can be personally involved in instruction.

6. Professional Development:

Every six years, schools in the Archdiocese of Cincinnati are required to be accredited through the Ohio Catholic School Accreditation Association (OCSAA). The goals developed from this process serve as a basis for the professional development needed to fully implement them. Along with this, teachers make sure their own Individual Professional Development Plans are aligned with the OCSAA goals and with their own professional aspirations.

Beginning with a required religious in-service at the start of each school year, teachers are involved in several in-house professional development activities throughout the year. Most recently, this included training in scoring the writing samples, interpreting data from the TerraNova reports, and becoming skilled with the InterWrite boards and Mimio pads.

Teachers have also attended the Ohio Catholic Education Association Conference which offers a wide variety of presentations and opportunities for professional development in specific curricular areas. The All Saints teachers have also presented programs at OCEA. By contract, the school provides two paid

professional days each year to be utilized at each teacher's discretion or at the suggestion of the administration. The teachers may attend workshops, conferences, or seminars in their specific fields—often choosing topics such as teaching as a ministry, differentiated instruction, developing interventions, grade level conferences, identifying and accommodating learning styles, establishing tutoring program, and incorporating technology across the curriculum.

All the All Saints faculty members and their aides are licensed through the state of Ohio. The faculty is gifted with both seasoned veterans and newly licensed personnel. Over 60% have remained at All Saints eleven or more years, insuring the continuity of its programs. In addition, over 1/3 of the faculty has earned a Master's Degree with several more teachers currently working towards an advanced degree. This speaks to the professionalism of the faculty and accounts for the school's continued success—people willing to be actively involved in student learning and to willingly take on ever increasing responsibilities in the school's educational programs.

7. School Leadership:

All Saints School is led by a full-time principal and a full-time assistant principal, both committed to supporting the faculty and who firmly believe "It's always about the kids." The principal oversees curriculum, faith formation, staff development, finances and facilities, working with faculty groups and parish committees. The assistant principal serves as the case manager for students requiring extra support, which is generally provided by coordinating services with the teachers, parents, and the auxiliary personnel.

One of the goals of the administrators is to develop a faculty of leaders, people who are skilled educators and who work collaboratively. The faculty is intimately involved in all aspects of education. Teachers of the same grade level have common planning periods. Teachers meet after school each week as a faculty, as levels (K-2, 3-5, 6-8), as accreditation goal teams, and for special projects. The teachers' lesson plans and web sites are reviewed monthly. They are provided with feedback through walk-through observations and formal observations. They attend at least two workshops or conferences during the school year, paid for through the school budget, and are required to share new information with the other members of the faculty.

When she came, 14 years ago, the principal offered the teachers choices. They could continue doing morning duty or be in their classrooms 15 minutes early to be available to the students as they arrived—she'd do the morning duty each day. The students have really benefitted as the teachers have more opportunity to interact on a personal basis with the students and communicate with parents.

Several new programs have begun under the current administrator-- Kindergarten, Spanish, Algebra, a parent input group, Student Management System, a parent messaging system, Peer Mediators, and on-line scheduling for conferences. These innovations came about through administration guidance. Naming rights were sold to cover the expenditures, but her vision provided the inspiration.

The school leadership works collaboratively with the parish staff members and has improved their involvement in the school in such areas as liturgy preparation, traditional forms of Catholic prayer, and church music. The administration is also involved directly with the PTO, the School Parent Committee, the Technology Committee, and the Parish Finance Committee. The plans for the 50th Anniversary involved the entire community. Parents respect the principal as a fair and approachable administrator and celebrated with her when she was awarded NCEA's 2009 Distinguished Principal Award.

PART VI - PRIVATE SCHOOL ADDENDUM

11PV2

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4135</u>	<u>\$3535</u>	<u>\$3535</u>	<u>\$3535</u>	<u>\$3535</u>	<u>\$3535</u>
K	1st	2nd	3rd	4th	5th
<u>\$3535</u>	<u>\$3535</u>	<u>\$3535</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5040

5. What is the average financial aid per student? \$1098

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
22%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 99%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB McGraw-Hill Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	606	587	598	589	581
Number of students tested	46	44	52	42	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB McGraw-Hill Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	631	627	620	628	626
Number of students tested	46	44	52	42	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB McGraw-Hill Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	648	636	642	645	646
Number of students tested	52	46	54	60	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB-McGraw Hill Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	661	644	663	664	668
Number of students tested	52	46	54	60	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB McGraw-Hill Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	690	684	687	695	703
Number of students tested	56	59	57	60	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB McGraw-Hill Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	692	687	685	691	683
Number of students tested	56	59	57	60	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB McGraw-Hill Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	724	731	756	749	732
Number of students tested	58	60	56	59	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Terra Nova

Edition/Publication Year: 3rd Edition Publisher: CTB McGraw-Hill Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	719	720	725	722	725
Number of students tested	58	60	56	59	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV2