

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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 and 2 are for Public Schools only.

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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: 1

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	61	20	81
1	44	35	79
2	46	35	81
3	42	39	81
4	34	49	83
5	44	36	80
6	38	45	83
7	45	35	80
8	45	31	76
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			724

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % 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 2011-2012 school year: 1%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	1
(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, 2011	704
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: $\frac{1\%}{7}$
 Total number of students who qualify: $\frac{7}{7}$

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.

10. Percent of students receiving special education services: $\frac{6\%}{42}$
 Total number of students served: $\frac{42}{42}$

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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>27</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:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>4</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>7</u>
Total number	<u>40</u>	<u>13</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:

26:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	97%	95%	92%	95%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

In December of 1983, Archbishop Daniel Pilarczyk announced that a new parish would be formed in northeast Cincinnati. Early on, the parish wanted to reach out to the educational needs of its youth and established the first Catholic grade school in the diocese in twenty-five years. From its humble beginnings of a kindergarten in rented space, to the Education Center's dedication in 1992, St. Margaret of York School (SMOY) today is home to more than 700 students.

Located in Loveland, Ohio, this preeminent kindergarten through 8th grade school exemplifies the words of its mission statement. "St. Margaret of York Parish School is rooted in the values of the Roman Catholic tradition. Through the gospel message of Jesus Christ, we promote spiritual, academic, and personal growth. We are committed to educational excellence through supporting and encouraging a diverse community of learners to become responsible stewards of God's gifts."

SMOY is dedicated to the dual mission of educating children academically, and providing for spiritual growth within a learning environment that promotes prayer on a school, classroom and individual basis. The Catholic faith is an integral part of the curriculum as Christian values are encouraged daily and students attend school Mass weekly. Students prepare for the Sacraments of Reconciliation, First Communion and Confirmation in concert with the greater parish and Archdiocesan programs. Students put the Gospel teachings into practice by participating in outreach projects that make a positive impact on the community.

St. Margaret of York's students grow academically by learning critical thinking skills and principles that encourage them to analyze, assess and improve thinking while fostering a lifelong learning process. Academic achievement is outstanding. The graduating class achieved a composite (average of Reading, Language, Math, and Sources of Information Total scores, and Social Studies and Science standard scores) percentile of 84. This represents an average of thirteen points above expected performance on all subjects tested. The curriculum is based on the Archdiocese of Cincinnati Graded Courses of Study. In addition to the standard curriculum, students attend classes in Spanish, Music, Art, Physical Education, and Library Science. Students benefit from technology that is integrated into all curricular areas, particularly in the Computer Literacy classes. There are over 55 after-school learning programs available throughout the school year such as Math Counts, Power of the Pen, Drama, Tae Kwon Do, Young Rembrandts and High School Entrance Exam Preparation.

In today's ever-changing world, St. Margaret of York provides a safe and nurturing environment. Students enjoy a "family atmosphere" with teachers and parents working together on their behalf. A strong, supportive PTO volunteers over 8,000 hours each year. In order to address the needs of its students, Kindergarten classes are offered in full and half-day options and a popular Latchkey program was created in the fall of 2010. Rather than wait for disciplinary and conduct issues to develop, SMOY took a proactive approach and introduced the Olweus Bullying Prevention Program in 2010. A proven, research-based, system-wide approach, Olweus adds to the overall cultural goal of building strong peer relations at school, reducing existing bullying problems, and preventing the emergence of new bullying problems. Students address general issues and build character through regular class room meetings. This program is successful because it involves and educates students, teachers, faculty and parents.

SMOY is a place where everyone cares about and supports each other. This was evident when three beloved members of the community passed away during the 2010 school year. A statue of the school's patron saint, Margaret Clitherow, was unveiled and dedicated in memory of the school's longtime custodian. When a sweet first grader died unexpectedly, parishioners offered prayers, comfort and support to the family. Trees were planted in her honor, angel bracelets were made and worn by the students. Others participated in a Butterfly Walk to raise money for cancer research. Most recently, after a former

teacher and special services tutor lost her battle with cancer, a collection was taken for a custom Blessed Mother sculpture which is displayed in the main entrance foyer of the school. A monthly teacher recognition program was created in her name.

This year, the student body is organized into families consisting of students from each grade level K-8. The families have three primary goals. First, families build a sense of community and formation among the student community. Secondly, families provide leadership opportunities for 7th and 8th graders. Finally, families allow all students to develop and strengthen interpersonal skills. Older children have an opportunity to model for and mentor younger children while developing their own leadership skills. Our younger students benefit from the example and guidance of their older family members. With the many opportunities for academic, spiritual and social enrichment, SMOY provides a solid foundation for its students, preparing them for success in future endeavors.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.

Students flourish at St. Margaret of York School and are well prepared for high school. In 2010, the Archdiocese of Cincinnati replaced the Terra Nova achievement test with the IOWA Test of Basic Skills (ITBS) as the standardized testing instrument used to measure student achievement in grades two, four, six, and eight. Both tests include a cognitive ability test, providing an anticipated score for the companion achievement test.

A key consideration using the ITBS, with CogAT, is the anticipated score. Students are expected to perform at or above anticipated score in all areas of the test. Teachers identify and work with students who achieve below the anticipated level. Classes averaged between 4 and 10 percentile above anticipated on core competencies in 2011.

Acceptable performance on all standardized instruments is at or above the 50th percentile; students at or above that level are considered proficient. However, students are expected to perform on par with their peers. Any student whose proficiency measures above standard, but more than 10 percentile below the class average, can be easily identified for additional help if required. Typically, classes average near the 75th percentile, often above. In 2011, classes achieved an average core (average of Reading, Language and Math total scores) percentile of 75 in 4th, 81 in 6th, and 85 in 8th grade.

SMOY 5th and 8th graders are consistently above local and national performance levels with regard to knowledge in all domains tested by the National Catholic Educational Association's (NCEA) Assessment of Catechesis of Religious Education (ACRE).

B.

Students at SMOY perform well above national averages. In reading, fourth grade scored between 74 and 86 percentiles over the last five years; 2007 and 2010 being the highest. Math scores are between 75 and 80. Sixth grade reading scores are between 82 and 84, and math scores are between 80 and 85. Eighth grade classes scored between 83 and 89 in reading and between 79 and 90 in math. Students achieved at or above anticipated scores for the 2011 testing period in all areas. That is the trend over the last five years with few exceptions. The graduating class achieved a core subject percentile of 85, averaging eight points above anticipated scores on all subjects.

Students performing 10%, or more, below the class average are easily identified for specific intervention by the teacher as required. Strategies vary depending on the profile of the student. Some receive additional direct instruction. Others receive independent assignments designed to help them practice skills. Opportunities to work during normal down time, as well as before or after school, are available in all classrooms. Some students choose study sessions during lunch or recess. Students encountering serious challenges are referred to one of our intervention specialists for specific, targeted instruction: intervention tutor for generalized needs, reading specialist for reading, and Special Education teacher for identified learning disabilities. The Special Education and Intervention teachers, previously part-time, were made full time this year in order to better address student learning needs.

The vast majority of students score proficient in reading and math. Over the last five years, the percentage of fourth graders scoring in the top two quartiles is between 81% and 93% for reading, and 74% to 92% for math. For sixth grade, the ranges are 85%-95% for reading, and 89%-97% for math. The eighth grade range is 85%-95% in reading, and 86%-96% in math.

In 2011, only individual students comprise subgroups performing more than 10% below class averages, with one exception. In sixth grade, two children comprise the Special Education subgroup which has an NPR of 48 in Math. All other multi-student subgroups perform at or above proficient levels. Four single-student subgroups are performing below proficient. The small number of students in subgroups makes it possible to design highly specific plans to help improve learning performance.

Other forms of assessment provide baseline data and placement to provide students the best opportunity for success. Students entering Kindergarten may take a screening test to determine their level of readiness. The screening information is used along with parent conferences to guide lesson development. No student is precluded from enrollment based upon the results of the test. Students in grades one through eight take the STAR reading test. A skill baseline is established at the beginning of the year. A year-end reassessment identifies growth and achievement level. A teacher-designed math assessment is given in May to all students in grades five through seven. It is used as a criterion to help identify students likely to be successful in the Pupils Achieving the Curriculum Effectively (PACE) program in the middle school. The class membership is determined by the overall assessment of the learner. Students with strong math skills--including theory, problem solving, critical thinking, and imaginative approaches using math as a tool—are placed in the PACE program where they are challenged to build math skills at an accelerated rate.

SMOY faculty and students are proud of their continued achievements on the standardized tests; however this is only one manner with which success is measured. Numerous eighth grade graduates are offered scholarships to local Catholic high schools every year.

2. Using Assessment Results:

The use of standardized and diagnostic assessments is designed to calculate the effectiveness of the programs offered at St. Margaret of York and the individual potential and achievement of each student. Beginning with the 2012-13 school year, the school testing program includes all students in grades two through eight, rather than only the even-number grades as directed by the Archdiocese. Annual data will allow for a clearer growth pattern for each child. The use of annual data will also allow the school to make adjustments sooner if a need is identified in the results.

The principal and assistant principal review the assessment results to note trends throughout the school. For example, ITBS data for 2011-12 indicated a weakness in second grade listening skills. Teachers in first and second grade have adjusted their instruction to include more prompts requiring a student to listen to and then follow a prompt. In another example, sixth grade results for capitalization and punctuation are above average, but not above expected values. The sixth grade Language Arts teacher has coordinated with all sixth grade teachers to add strategies in all curricular areas that help students practice writing throughout the curriculum. All written assignments are critiqued for proper form. Simple Solutions, a review and practice workbook, has been added to Language Arts.

Each classroom teacher was given a binder of his or her homeroom students' Terra Nova results. The ITBS results are available to the teachers online with an individual username and password. Overall results of the standardized test are shared at a faculty meeting. A detailed analysis is performed to discern any school-wide trends. The faculty and school leaders then devise a plan to address any need.

The principal meets with teachers as needed to review and address specific needs for individual students or the class as a whole. Results of the ITBS support and guide the teachers in understanding their students' strengths and needs for accommodations or modifications regarding enrichment or intervention. When appropriate, teachers express needs for improving their instructional capacity through the state-mandated Individual Professional Development Plan (IPDP) process.

Grade level meetings conducted by the principal and assistant principal serve to develop specific

strategies for each grade. Since the St. Margaret of York testing occurred in October, the previous grade level team joins in these meetings. Curricular adjustments are made as needed based upon the findings of the grade-level meetings. The switch to April testing beginning in the 2012-2013 school year will result in a more targeted response based upon grade level data. A primary focus of the school Professional Learning Communities (PLC) groups is to identify specific curricular needs and a method to address them.

An Intervention Assistance Team (IAT) is formed to address the needs of any student whose performance is significantly above or below average. The IAT includes parents, teachers, an administrator and any other staff member whose expertise will help address student needs (a counselor, for example). The IAT will make recommendations as to suitable accommodations or modifications to help the student maximize his or her learning.

Students demonstrating high levels of mastery are challenged through classroom accommodations, but are eligible for an IAT if their learning needs are best met through the IAT process. Students in third grade, for example, are provided with math enrichment worksheets as alternatives to the daily homework worksheets.

Student achievement is reported to parents in several ways. Each parent receives an individual student report for each child enrolled in the school. The report explains the nature of the test and the results for the student included. The report is accompanied by a letter from the principal explaining the uses of the data. School data is also shared at grade-level meetings hosted weekly by the principal. Parents are free to ask questions and offer their thoughts on the data. Typically, a whole-school meeting is held in the evening to share and discuss the data. All parents are invited to schedule individual meetings as desired to discuss the data with their child's teacher or with the principal.

3. Sharing Lessons Learned:

The principal meets monthly with all other principals in the Archdiocese of Cincinnati. Meetings typically include sharing of information regarding the operation of schools as well as general policy discussions. Possible response to learning needs presented by students is a common topic.

St. Margaret of York is a member of the Tri-County Region of schools within the Archdiocese of Cincinnati. Accordingly, the principal meets monthly with 11 other principals for the express purpose of sharing ideas and working creatively with colleagues to solve problems. Teachers at St. Margaret of York are encouraged to collaborate with colleagues—either on staff or at a different school—through the Collegial Visit program. A collegial visit is performed during a school day by visiting to observe a colleague in his or her classroom, and then reflecting and sharing about the experience with the St. Margaret of York staff.

The Principal meets with parents in grade level meetings. The parent meetings coincide with the opening of school and last for approximately one hour. The meeting includes a presentation geared to the grade level of the parents in attendance. Test results and other academic indicators are presented and discussed. A time for open questions follows each presentation.

Catholic Schools Week (CSW) is an active time for sharing the Good News about Catholic schools in general and St. Margaret in particular. Each day includes an activity specifically designed to highlight some aspect of Catholic schools. Activities include Mass, a student retreat day, open house, distribution of leaflets and fliers, presentation of student work, tours and a talent show highlighting the various talents of the student body.

The Principal and Assistant Principal are both certified as External Validation Team Chairs for the OCSAA, managing accreditation visits to other Catholic schools around Ohio. The Principal is also a team chief performing the same duties for AdvancEd, and the KyNPSC. The Principal is a member of the

HOPE Foundation faculty, serving as a leadership development consultant for schools and systems around the USA. Each of these activities allows for the exchange of ideas and lessons learned.

4. Engaging Families and Communities:

An active Education Commission provides policy advice and suggestions regarding school operations. Members have diverse experience which adds to the depth of discussion and recommendations. Membership is open to the entire St. Margaret of York community, rather than being restricted to those with children in the school. The Education Commission and school leadership work with other councils in the parish (Pastoral, Finance, Worship, Boosters, Veterans', and Knights of Columbus, for example) to provide a seamless approach to the academic and moral development of all those in the community—children and adults.

Parents enjoy many volunteer opportunities in the school. Among the most popular options is the "Mystery Reader." Guests are invited to read to primary-level classes on a regular basis. Many volunteers help in the library, cafeteria, and playground as well as providing academic support for reading, writing, and math in all grades. In the 2011-12 school year the PTO provided over 9,000 hours of volunteer service to the school.

Catholic Schools Week is an active adventure for all stakeholders. Daily activities open to the community include Mass and other forms of prayer, open house, distribution of leaflets and fliers, the student Art Fair and Talent Show, tours, and the teacher's Burger Bash.

The Latchkey Program is an excellent example of an effort to seek out and meet the needs of the school community. The program has grown from seventeen to over thirty students in the first years of operation, and is near full capacity.

St. Margaret of York promotes the growth of leadership and civic responsibility by coordinating outreach programs in each grade and on a school wide basis. Examples include a third grade class that adopted a parish family with a member in the armed forces who had been sent overseas. The class wrote and sent "care packages" to the husband who was in the war zone, and wrote cards to his wife who was here. The PTO, in conjunction with the Athletic Boosters and all other parish ministries, supports a Family Day of Service for the families in the school to go to local places in need of help. Student Council's initiative is to offer occasions for the students to help others in the community who are in need. Each November the students participate in Everybody Counts, a program designed to raise awareness and empower those with disabilities, by inviting speakers with life experiences different from most.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Margaret of York School is in compliance with the program's foreign language requirements. St. Margaret of York provides a comprehensive, well-rounded curriculum which develops the whole person, academically and spiritually. The curriculum addresses all areas specified by the Archdiocese of Cincinnati Graded Course of Studies (GCS). The GCS includes national and state standards, providing comprehensive learning expectations in all grades. Curricular standards are coordinated to produce a logical progression from introduction through mastery. Included are courses to expand student knowledge and apply it across the curriculum: art, foreign language, music, and Physical Education.

Art instruction uses the Discipline-Based Art Education (DBAE) approach—an inquiry-based method focusing on students and their interests, judgment, reasoning and critical-thinking skills. It seeks to impart a well-rounded view of art by studying any given work or type of work using four disciplines tailored to specific ages and grade levels: production, history, criticism and aesthetics. Students learn skills and techniques in order to produce personal, original artwork.

With the increase of globalization, St. Margaret of York recognizes the necessity of teaching students to think globally while exposing them to a foreign language. Students in all grades attend Spanish class weekly. SMOY uses a conversational approach proven to enhance fluency; students are encouraged to speak Spanish as much as possible in class. Games and songs are used to reinforce new vocabulary and to make learning a new language fun! Each grade level features a broader complexity and scope with increasing emphasis on grammar in the higher grades. Students study Spanish speaking countries and cultures; extending learning in subjects such as history, geography, social studies and religion. Students develop a perspective of the big world; teaching them to think beyond their own surroundings. Some students have tested out of Spanish I in high school.

“Music is a living force, vital to the activities of every child. The opportunity to create speech, movement, and music in an ordered framework with the guidance of trained teachers should be made available to every child.” This philosophy of the Orff Schulwerk process is the basis of music instruction at St. Margaret of York. Daily curriculum centers around vocal, movement and instrumental opportunities using the National Music Standards: including singing alone, with others, playing instruments, reading music, composing, and listening to different music types. Another key component includes understanding the history of music and cultures, and their relationships with other disciplines. Students explore various genres, with a wealth of instruments and integrate other subjects where possible. Third graders perform a Christmas story musical in December, and middle school students perform a Talent Show during CSW.

SMOY believes physical education is essential to developing self-confidence, social skills and an appreciation of God's gifts of life and movement. SMOY students participate in quality physical education twice a week. Two dedicated teachers strive to make classes positive and enjoyable for all, emphasizing the importance of maintaining a healthy and active lifestyle for a lifetime benefit of health and wellness! A variety of physical activities and games keep students active, engaged and successful regardless of skill levels. Learning experiences apply critical thinking skills wherever possible. Curriculum centers around movement education, skill development, health related fitness and sport education. Students develop a level of physical activity and understanding of concepts that enhance and promote physical fitness and health. Students are introduced to a wide variety of sports including bowling, dance, lacrosse, archery, soccer, volleyball, basketball and track.

These portions of curriculum along with the cross-curricular use of 21st Century skills prepare students for their future high school, college, and career paths.

2. Reading/English:

Devotion to the lifelong love of reading begins early at St. Margaret of York. All grades use the reading series, Journey. This series offers many opportunities to practice a variety of ways, including whole group instruction and guided reading groups featuring both fiction and non-fiction.

Students in grades K-5 study various language arts topics and literature selections in a given week. Instruction in each class and grade is adjusted based upon the age and attention spans of SMOY students. The goal is always to use a variety of strategies when teaching each class. Guided reading groups accommodate a variety of reading levels. Phonics skills are reiterated in small group settings striving for mastery by the end of third grade.

Interventions include use of a school tutor and reading specialist. Instructional aides assist and work with the younger students in small groups as well as individuals throughout the week. Parent volunteers also assist with multiple grade levels. Use of leveled readers and e-readers (Nooks) in small groups and one-to-one instruction with the teacher help below level readers become stronger.

Instructional methods used include curriculum compacting, tier activities, learning centers and flexible grouping based on instructional need or interest of the students. Direct instruction is used in conjunction with technology, use of interactive boards, as well as guided practice after direct instruction to practice what was introduced.

The consistency from grade to grade continues in middle school. Along with Journey, novels and the series Elements of Literature are used. Student choice is extremely important in middle school reading. Choosing their own material makes reading relevant for students and gives them a reason to want to read. Students are more likely to select a meaningful final project for this literature if they have had a part in choosing it.

Literature circles are promoted in middle school. Assignments are differentiated to meet the learning needs of individual students as they can choose a response to literature they have read. Students build critical thinking skills by responding to open-ended questions integrated into Literature Circles. Students predict what happens next, picture the context, make comparisons, identify and fix problems, and make comments to connect to the text. Small group tutoring is provided on complex novels by use of fish bowl and panel discussions as well as inquiry reading.

3. Mathematics:

The math curriculum at St. Margaret of York follows the Archdiocese of Cincinnati GCS and national standards. Beginning with the primary grades, it supports ongoing learning, practice and assessment, weaving mathematical concepts across multi-curricular activities and applications for real world problem solving situations. Fraction Day, a lesson particularly suited to kinesthetic learners, is an example of differentiated instruction.

Each student learns to recognize and use mathematical properties (such as the order of operations) to simplify and perform computations. By 5th grade, students recognize basic algebra concepts, and how to write and solve equations. Internet and other outside sources supplement textbooks as students practice geometry and metric measurement. Students master the ability to use models for visual representation of numbers. Calculators and visual representations are used to solve equations and inequalities. Models and graphs are integrated to assist in making predictions, drawing conclusions, and describing changes over time. Students build their understanding of probability through hands-on activities, making predictions based upon theoretical probabilities and actual experimental results. Marci Cook math tiles are one technique used to enhance critical thinking skills.

Middle school students delve into algebra, measurement, geometry and spatial sense. A variety of activities engage students with various learning styles. Students use 21st Century learning tools in the classroom along with text book websites to practice and reinforce math skills.

St. Margaret of York provides opportunities for all levels of achievement in the math classroom. Struggling students receive one-on-one intervention. Re-teaching and reviewing of concepts are included with each lesson. Those who excel in math receive enrichment activities such as hands on centers and enhanced assignments.

Classrooms are equipped with interactive white boards, projectors and webcams. Teachers use secure social media sites (Edmodo) which allow more discussion between teachers and students. Geometer's Sketchpad is a dynamic program allowing users to manipulate geometric figures, enhancing visual learning of geometric concepts along with algebraic concepts. The 7th and 8th grade Math Club routinely medals in the local Math Counts competition. 8th grade math students, under the close guidance of their teacher, create music videos to help others learn math. "Teach Me How to Factor" was posted to You Tube and to date, has received over 10,000 views. Four other math-related music videos have been posted to You Tube. The videos, along with other materials, have been posted to brainjamz.com, a website dedicated to teaching math and science through music and popular culture.

4. Additional Curriculum Area:

The health and science curriculum at St. Margaret of York begins early on with life and physical science units. Students participate in many hands-on activities to help them discover and learn about their environment. They develop skills to observe, compare, categorize and interpret information. In keeping with the school mission, teachers believe the more students learn about their environment, the more they grow in their awareness and appreciation of their role as stewards of God's great Creation. The third grade combined a service project with science learning by raising money for the Ronald McDonald House with collected and recycled pop tabs. They counted, weighed and estimated totals based on sample sizes.

As students progress, early concepts are reinforced in later grades. After learning the steps in the scientific process, students participate in simple experiments, applying those steps and completing lab reports based upon their data. Fifth graders observe the life cycle of an amphibian by raising frogs from the egg stage through adulthood.

Later, students begin a chemistry focus where they build essential knowledge of the structure of the atom through the study of elements and the Periodic Table, compounds and mixtures, and acids and bases. Students learn about electricity and magnetism through hands-on experiments, such as building an electro-magnet.

Every fifth grader completes the D.A.R.E. (Drug Abuse Resistance Education) program as part of the health and science curriculum. Through D.A.R.E., students develop important, conscientious, life determining decisions about smoking, alcohol and taking drugs.

Science instruction emphasizes creativity and investigation based upon significant questions. Computer programs such as Starry Night (used for astronomy) and Prezi (a storyboard presentation program) help students take imaginative approaches to projects. The curriculum is supplemented with a variety of outside programs. Area museums, the city zoo, and other specialized programs provide students with fun hands-on learning experiences at all grade levels.

Science instruction in middle school is broken into three major components—life, Earth, and physical science. Physical science includes both physics and chemistry. Each is studied for the entire year in a given grade level. Students perform more advanced hands-on activities requiring the use of complex equipment such as microscopes, balances and graduated cylinders. The three middle school science teachers collaborate carefully to make sure the curriculum is complete.

5. Instructional Methods:

St. Margaret of York School is an inclusive community ready to welcome all learners. Instruction is structured to meet a wide variety of learning styles. Typically, classes use a combination of direct instruction, cooperative learning, inquiry, projects, and presentations. Primary grades also include music and movement as methods of helping students learn. Teachers strive to connect with their students in order to recognize learning styles and to differentiate instruction, keeping standards high while guiding students to reach their potential.

Students performing considerably above or below expectations are assisted through the Intervention Assistance Team (IAT) mentioned above. The IAT will use all available data to devise a plan to help the student improve performance in a given subject area. Common accommodations include: paraphrasing or repeating directions, allowing more time for tasks, untimed testing, preferential seating, larger print on handouts and tests, shortened assignments, testing on essential materials only, and increased communications with parents. Curriculum compacting might be used for a student well ahead of his or her peers. Students are assessed frequently to check on progress. IAT plans are modified as required to help students progress as well as possible.

Technology is woven throughout the curriculum. Classrooms are equipped with desktop computers, interactive white board systems and projectors. Highly productive programs (such as Prezi, Edmodo, Starry Night, Inspiration, Geometer's Sketchpad, and MaxWrite) are commonly used to improve learning outcomes in SMOY classrooms. Middle school students spend time weekly in CI – "Curriculum Integration" - to learn new software and to share their work with other students.

All students learn to use interactive and social media responsibly and safely. They navigate websites, performing web-quests, conducting independent research, or taking online quizzes to test comprehension and help with studying. Students create PowerPoint slides adding words, clipart and illustrations, and recording their voices to go along with their writing. There are two 30-machine laptop carts, one 30-machine Neo 2 cart, and a 30-machine computer lab available to teachers and students. The Neo 2 computers also function as a highly capable interactive responder set for formative assessment. All faculty are provided laptop computers to facilitate their planning and instruction.

6. Professional Development:

St. Margaret of York follows the mandated Ohio professional development model. As a part of the OCSAA six-year accreditation process, each school develops a minimum of one goal in each of two categories: Catholic Identity and academic performance. Each teacher and administrator then develops a minimum of one personal goal relative to each school goal. The IPDP goal is reviewed by the principal and approved by a diocese-wide committee. IPDPs are written using the SMART goal format. Goals must include quantifiable elements relative to student performance. IPDPs may be for either one or two years. All members of the SMOY staff are in compliance. The school academic goal is to improve critical thinking skills. After completing the faculty research phase, the curriculum will be adjusted to achieve better performance.

Faculty are allowed four school-wide in-service days, and two individual professional development days each year, providing each the opportunity to choose the best venue to support his or her goals. Each teacher has access to PD funds from the Archdiocese as well as a \$200 stipend from the PTO for those attending seminars or college classes. The school seeks opportunities for common learning. For example, a faculty meeting was deferred in order to allow teachers to attend a presentation on the Artisan Teacher as part of developing the overall instructional capacity. The PLC process of professional growth was adopted this year. Teachers meet at least monthly in their groups.

All faculty and staff at SMOY are encouraged to participate as active members in professional education organizations. One faculty member teaches a class at Xavier University, called Language Arts: Content, Pedagogy, and Assessment, Grades 4-5. Another delivered a paper on Shakespearean Ethics to the Ohio Valley Shakespeare Conference. Yet another serves on the Diocesan Professional Development

Committee, reviewing and assessing progress on teacher IPDPs from across the diocese. The Principal and Assistant Principal are active in ASCD. The Principal is active in KDP, PDK and PLT fraternities.

Teachers may request a collegial visit to another classroom or to another school, or as host to a colleague. The collegial visit is documented with emphasis on what the teacher learned and how those ideas might be useful here. The school schedule is arranged to maximize the opportunity for grade-level teams to work together. Teachers are encouraged to help each other develop overall teaching skill and effectiveness. Comparing notes is common.

7. School Leadership:

The Principal and Assistant Principal meet weekly with the Pastor and Pastoral Staff, and monthly with the Education Commission, PTO Executive Committee, and PTO Board. Policies are reviewed and adjusted annually to ensure appropriateness. The Principal works actively with these groups to ensure quality relations with the parent community and within the school. Earlier this year, the Principal and Education Commission facilitated a workshop with representation from both teachers and parents. Results included both initiatives for inclusion in the school and parish's long range planning efforts, as well as a list of ideas that could be addressed in the short-term. For example, some parent concerns over class size were quickly investigated with additional focus groups, resulting in improvements to the use of classroom aides and ideas for better social integration of students (see the "Family" system above).

Leadership is open and inclusive, targeting student achievement. Decisions are deferred to the lowest appropriate level. Teachers are encouraged to approach the Principal with questions or suggestions. Several committees help guide policy and practice, including Curriculum, Technology, Leadership, Olweus, and Professional Learning. Each monitors school events, making recommendations when necessary, and working on issues requested by the Principal. For example, the Curriculum Committee reviews, comments on, and helps implement archdiocesan curriculum revisions, including selection of texts and support materials.

The Principal actively manages the budget. When increased funds became available, the Principal expanded hours for the Reading, Intervention Specialist and Librarian. Their increased hours have improved the quality of the library program and increased the number of students the Reading and Intervention Specialists serve. St. Margaret of York continues to operate well within budget.

The Administrative Team is visible throughout the school on a daily basis, and actively welcomes students as they arrive to school each morning. The Principal is commonly greeting students and visitors in the halls.

The Administrative Team actively monitors classroom activities, frequently visiting classrooms for informal no-notice observations. The Principal conducts at least one formal observation per teacher each year. Each faculty member is evaluated annually using an evaluation instrument provided by the Archdiocese.

SMOY is participating in the Xavier University Professional Learning Community initiative. The Principal, Assistant Principal and four faculty members have attended or are attending monthly day-long sessions to master the PLC concept and help lead its implementation at SMOY this year. Twenty additional teachers attended a single day-long introduction to the PLC model.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

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

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$3850</u>	<u>\$3550</u>	<u>\$3550</u>	<u>\$3550</u>	<u>\$3550</u>	<u>\$3550</u>
6th	7th	8th	9th	10th	11th
<u>\$3550</u>	<u>\$3550</u>	<u>\$3550</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
12th	Other				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$4501

5. What is the average financial aid per student? \$1519

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
4%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 9%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova / ITBS Form c,
Level 10

Edition/Publication Year: 2 & 3 /
2005

Publisher: McGraw Hill /
Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	75	80	76	78
Number of students tested	74	83	76	77	73
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:					
No Subgroups include 10 or more students. Test Data for October, 2010 and 2011 is for the ITBS. All other test data is for the Terra Nova. Testing switched to Spring beginning in 2012-13 school year.					

13PV151

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova / ITBS

Edition/Publication Year: 2 & 3 / 2005 Publisher: McGrawHill / Riverside Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	74	80	74	72	86
Number of students tested	74	83	76	77	73
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:					
No Subgroups include 10 or more students. Test Data for October, 2010 and 2011 is for the ITBS. All other test data is for the Terra Nova. Testing switched to Spring beginning in 2012-13 school year.					

13PV151

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova / ITBS Form C,
Level 12

Edition/Publication Year: 2 & 3 /
2005

Publisher: McGraw Hill /
Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	83	83	83	80	85
Number of students tested	78	76	65	75	69
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:					
No Subgroups include 10 or more students. Test Data for October, 2010 and 2011 is for the ITBS. All other test data is for the Terra Nova. Testing switched to Spring beginning in 2012-13 school year.					

13PV151

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova / ITBS, Form C,
Level 12

Edition/Publication Year: 2 & 3 /
2005

Publisher: McGraw Hill /
Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	83	84	83	83
Number of students tested	78	76	65	75	69
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:					
No Subgroups include 10 or more students. Test Data for October, 2010 and 2011 is for the ITBS. All other test data is for the Terra Nova. Testing switched to Spring beginning in 2012-13 school year.					

13PV151

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova / ITBS, Form C, Level 14

Edition/Publication Year: 2 & 3 / 2005

Publisher: McGraw Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	85	83	84	90
Number of students tested	64	72	70	72	73
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:					
No Subgroups include 10 or more students. Test Data for October, 2010 and 2011 is for the ITBS. All other test data is for the Terra Nova. Testing switched to Spring beginning in 2012-13 school year.					

13PV151

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Terra Nova / ITBS Form C,
Level 14

Edition/Publication Year: 2 & 3 /
2005

Publisher: McGraw Hill /
Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	83	84	86	83	89
Number of students tested	64	72	70	72	73
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:					
No Subgroups include 10 or more students. Test Data for October, 2010 and 2011 is for the ITBS. All other test data is for the Terra Nova. Testing switched to Spring beginning in 2012-13 school year.					

13PV151