

**2003 – 2004 No Child Left Behind – Blue Ribbon Schools Program**

**Cover Sheet**

Name of Principal Mrs. Mary M. Hedger

Official School Name Immaculate Heart of Mary Catholic School

School Mailing Address 7800 Beechmont Ave.

Cincinnati, OH 45255 – 4208

City

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\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's signature)

Name of Superintendent Brother Joseph Kamis, SM

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

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's signature)

## **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 the U. S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12.
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**Part II – DEMOGRAPHIC DATA**

**District**

N/A

**School**

- 3. The school is located in a suburban area.
- 4. The principal has been in her position at this school for three years.  
The previous principal had been at this school for three years.
- 5. Number of students in the applying school at each grade level

grade	# males	# females	total
K			
1	47	43	90
2	44	44	88
3	51	35	86
4	40	50	90
5	40	41	81
6	38	41	79
7	43	37	80
8	39	43	82

total students in the applying school 676

- 6. Racial/ethnic composition of the students in the school
  - 1% Asian
  - .5% Hispanic
  - 2% Multi-Racial
  - .001% Black
  - 97.5% White
- 7. Student turnover, or mobility rate, during the past year: 1.6%
  - (1)  
number of students who transferred to the school after October 1 until the end of the year 5
  - (2)  
number of students who transferred from the school after October 1 until the end of the year 6

(3)	subtotal of all transferred students	<u>11</u>
(4)	total number of students in the school as of October 1	<u>676</u>
(5)	subtotal in row 3 divided by total in row 4	<u>.016</u>
(6)	amount in row 5 multiplied by 100	<u>1.6</u>

8. There are no limited English proficient students in the school.

Number of languages represented: 2 (Spanish and English)

9. There are 27 students from low income families. The information for this statistic was gathered from a survey from the Archdiocesan Catholic School Office which was filled out by our parents.

10. Students receiving special education services: 2%  
Total number of students served: 14

**IDEA chart**

<u>0</u>	autism	<u>0</u>	orthopedic impairment
<u>0</u>	deafness	<u>2</u>	other health impaired
<u>0</u>	deaf-blindness	<u>2</u>	specific learning disability
<u>1</u>	hearing impairment	<u>9</u>	speech or language impairment
<u>0</u>	mental retardation	<u>0</u>	traumatic brain injury
<u>0</u>	multiple disabilities	<u>0</u>	visual impairment including blindness

11. **Number of Staff**

	<u>Full time</u>	<u>Part time</u>
administrators	<u>1</u>	<u>1</u>
classroom teachers	<u>23</u>	<u>2</u>
Special resource teachers	<u>7</u>	<u>7</u>
paraprofessionals	<u>10</u>	<u>3</u>
support staff	<u>4</u>	<u>6</u>
total number	<u>45</u>	<u>19</u>

12. Average school student – “classroom teacher” ratio: 1:28

13. Attendance pattern of teachers and students

	2002-03	2001-02	2000-01	1999-00	1998-99
daily student attendance	96%	97%	98%	98%	97%
daily teacher attendance	95%	96%	97%	96%	98%
Teacher turnover rate	5%	4%	11%	4%	1%
Student dropout rate	NA				
Student drop-off rate	NA				

14. NA (High schools only)

### **PART III – SUMMARY**

Immaculate Heart of Mary School is the parish day school for Immaculate Heart of Mary Parish in Anderson Township, a suburb of Cincinnati, Ohio. The school is located on the parish campus and first opened its doors in 1955 and was staffed primarily by members of the Sisters of St. Joseph. The current staff consists of twenty-three full time and two part time classroom teachers, one of whom is a member of a religious community. There are seven related arts teachers, a librarian, and six auxiliary personnel. The school also has thirteen classroom assistants; the first grade classes each have a full time teaching assistant and grades two through eight have one assistant per grade level.

It is the mission of the school to provide a caring and challenging educational environment for our children. We nurture spiritual growth, self-esteem and academic excellence through a traditional curriculum and broad based activities. Our Christian community values the individual child, the joy of learning, community service, and the development of personal and social responsibility.

The school facilities are housed in one building with three separate wings. The primary classrooms, grades one through three, are located near the cafeteria and the library. Grades four through six are located in another wing near the art room and the computer room. The seventh and eighth grades are both located in the newest section of the building near the gym. The seventh grade classrooms were built during the 2002 – 03 construction project and include a science lab and resource center. The entire building was renovated and air-conditioned during that same construction project. In addition to the main building, there is a modular unit that houses three of our six auxiliary personnel.

The faculty is committed to an education that recognizes the learning styles of all students. Our teachers are involved in on-going professional development that focuses on research based practices. A core group of teachers have attended ASCD institutes and workshops with the principal as part of a plan to encourage teachers to use best practices in the classroom.

These teachers have accepted the responsibility for evaluating the school's educational programs with an emphasis on learning styles and differentiation. They then conduct workshops and training sessions for other faculty members and serve as mentors to their peers. This vision for professional development is continuing, and this year two additional teachers have joined the core leadership group.

Because we emphasize learning styles, our faculty is also committed to those students who have learning disabilities or who learn at an accelerated pace. Our staff includes an L.D. teacher, specialists in math, reading, and speech and language. We have a school psychologist and a resource teacher. These faculty members work with over three hundred students for remediation or enrichment. Services can include elements of plans related to IDEA, classes for students working above grade level, or support for students who may need extra test time, tutoring, or accommodations for tests or assignments.

Our parents are heavily involved in the school and are welcome as visitors or assistants in the classroom. Our PTO has received a national award for its school involvement, and we rely heavily on our parents to supplement our curriculum with enrichment classes and experiential opportunities that otherwise might not be available.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **Meaning of school's assessment results**

The school uses the Terra Nova to test students in grades 2, 4, 6 and 8 in the fall of each year. The reading results from these tests indicate that students in those grades consistently scored above the average range. Based on each class's average ability level, or cognitive skills index, the second grade obtained a percentile ranking that was seven points above their anticipated score; the fourth grade, eleven points; the sixth grade, eleven points, and the eighth grade, thirteen points, indicating that there is a significant, positive, difference in all grade levels.

Based on the same criteria in math, the second grade obtained a score that was one point above the anticipated; fourth grade, the same for anticipated and obtained; sixth grade, three points, and the eighth grade, twelve points.

Because students are performing above expectations, we can assume that the educational programs are meeting the needs of students at all ability levels. The eighth grade results in reading and math would indicate that those programs are especially effective.

When comparing the 2001 results to the 2003 results for students in grades 2, 4, 6, and 8, there is an increase of the scale score for each of those grade levels. The eighth grade results in reading indicate that the mean scale score in math, 729, is in the advanced performance level, 724 and above. Reading results, at 719, are in the top range of the proficient category.

When analyzing the reading scores based on the highest ten percent of the scores in each grade level, the results indicate that those students are performing at or above their ability levels. In the second grade, the top ten percent of the students achieved a national percentile score of 93.6 in reading. The fourth grade scores for the top ten percent of students is 97.5 percentile; the sixth grade, 92.3 percentile, and the eighth grade, 98.1 percentile.

The math scores follow this same trend. The top ten percent of students in the second grade scored in the 89.7 percentile; the fourth grade at 94.0 percentile; the sixth grade at 91.7 percentile, and the 8<sup>th</sup> grade at 97.5 percentile.

These results indicate that the top ten percent of the students are performing at or above the expectations for their ability levels. Therefore, it can be assumed that the educational programs offered to these students are challenging and meet their needs.

Scores for students in the lowest ten percentile also indicated that the school was meeting the needs of students who struggle academically. In reading, the second grade percentile was 42.5; the fourth grade percentile was 47.4; the sixth grade percentile was 54.7, and the eighth grade percentile was 62.4.

In math, the second grade percentile was 26.5; the fourth grade 45.4; the sixth grade 34.4, and the eighth grade percentile was 63.8.

Looking again at these results, the students in the lowest 10% are performing significantly above the national norms; therefore, it can be assumed that the school is meeting the educational needs of these students.

## **Using Assessment Data for Improvement**

The school uses assessment data in a variety of ways to improve the quality of its programs and to increase student performance. We use the Distribution by Content Area to evaluate the strength of particular subjects, pinpointing those that stand out as exceptionally high or low.

We use the Obtained Versus Anticipated Achievement results to evaluate whether or not we are meeting the needs of all students. The difference between the obtained and anticipated scores is used to help determine the strength of each subject area. We also look at these scores during any curriculum mapping processes to ensure that content is adequately covered in each grade level.

The Normal Curve Equivalent results give us much detailed information about the successes of our programs in relationship to national norms. The school uses these results to evaluate whether or not we are meeting the needs of our students, and based on the results we have determined that our learning disability program is very successful. We are currently working to improve our enrichment program based on our analysis of the scores for the last three years.

Individual scores are used by the teachers when making class assignments, evaluating individual performance, or designing specific accommodations and curriculum adjustments for students.

These scores are also used in conferencing with our resource teachers and specialists whenever teachers or parents have a concern about a child not performing to his or her ability level. Using this data, and a variety of observations and other input, the faculty can establish IAT procedures or referrals for specific accommodations.

## **Communicating Data to Stakeholders**

The school releases information about its test results in a variety of ways. The individual student reports are sent home to parents with information about interpreting the results, along with a letter encouraging them to speak to administrators or teachers if they have questions or concerns about a child's results.

A summary of the results is also sent to local high schools with each eighth grader's academic files and teacher referrals.

The school's results, including median scores, obtained versus anticipated achievement, and national percentiles are released in chart form through the school newsletter. Approximately a month later, a parent meeting is held in the evening. All stakeholders are invited to attend this presentation by the administration and other school personnel. Educators explain the test results using a power point presentation and the parents are invited to ask questions or comment on the data. The speakers also present information and data about the curriculum and school programs that are offered to the students.

The administration correlates the test results with the school's efforts to address the learning styles of all students, its use of best practices in the classroom, and the faculty's commitment to quality education.

## **Sharing Successes with Other Schools**

Immaculate Heart of Mary is a member of a cluster of schools in the eastern suburbs of Cincinnati. We use this affiliation to share successes several ways. Each year, teachers in specific curriculum areas are invited to join together to discuss their programs. They evaluate the overall data, share ideas for improving student achievement, and discuss curricula in relationship to testing results.

Teachers also meet with the department chairs of local high schools in order to discuss the ability of our students to meet or exceed expectations when they begin their high school careers. The test data becomes an invaluable tool in helping to determine the strength of our current programs and in matching curriculum expectations to those of the high school. These meetings also provide opportunities for teachers to use data as an indicator of the success of our advanced classes.

Administrators encourage teachers in high performing subjects to work together as peer counselors for schools whose scores do not meet expectations. Based on an analysis of specific areas, we design professional development opportunities for the schools in the cluster, using accomplished teachers from within the schools to work with their peers. This enables us to share successes as determined by the testing data while recognizing the expertise of our faculties.

## **PART V – CURRICULUM AND INSTRUCTION**

### **School Curriculum**

Immaculate Heart of Mary's curriculum is based on the Graded Course of Study for the Archdiocese of Cincinnati and its academic standards have been aligned to the national standards and the most recent standards for the state of Ohio. Its curriculum is also based on the *Operating Standards for Ohio's Catholic Schools*. These include Catholic Identity, Organizational Leadership, Strategies Planning and Continuous Improvement, Student and Stakeholder Focus, Faculty and Staff, Focus, Educational Programs and Support, Using Data to Improve Performance Results, and Procedures for Evaluation and Intervention.

Each subject area contains developmentally appropriate material for specific grade levels in addition to a scope and sequence for the entire curriculum. Objectives are introduced, developed, or mastered depending on the appropriate level. Each course has related readings, technology links, assessment alternatives, and suggestions for inclusion and integration.

The social studies curriculum includes peace and justice, geography, history, governance and civic ideals, global connections and cultural connections. The geography topics for each grade level are integrated into the global community concepts.

The math curriculum includes numbers and number relations, measurement systems, estimation and mental math, problem solving strategies, geometry, data analysis and probability, and algebra. Students in the junior high have the option of taking a high school level algebra class if they meet specific criteria for entrance to that class.

Language arts classes incorporate listening skills, speaking skills, reading skills, visualization skills, media literacy skills, writing skills, and strategies for reading. The curriculum is literature based and is integrated in all grade levels.

The science curriculum has two primary goals, attitudes and skills of scientific inquiry and knowledge of science and health. Students are guided to develop a positive attitude toward creation in general and science in particular and are taught to develop the skills needed for scientific inquiry. The program objectives also include specific knowledge in the various areas of science.

Our music and art classes include aesthetic perception and appreciation for the elements, composition and performance as well as the history and culture of the subjects. In music, another component includes performance, reading and notating, movement and dance.

The religion curriculum for the school has seven major components. They are revelation, salvation history, Jesus, Church, sacraments, prayer and worship, and life in Christ.

The junior high Spanish curriculum emphasizes language recognition and pronunciation, cultural awareness, and basic conversational skills. Listening skills are enhanced through exposure to the sound of the language, and students are taught the basic grammar components so that they can begin assimilating the written and verbal aspects of the language.

## **Reading Curriculum**

Immaculate Heart of Mary's reading curriculum is literature based and integrated in all grade levels. The primary grade teachers incorporate phonics into the reading program along with the language and writing components. Classroom activities are designed to present the curriculum in a multi-sensory format, and art is incorporated into the program both by the classroom teacher as well as the primary art teacher. The primary grades also incorporate a linguistics component, much of which is based on the Orton Gillingham method.

Students in the primary grades are evaluated through the Dynamic Indicators of Basic Early Literacy Skills, or DIBELS program. By using this approach, teachers are able to monitor students at specific benchmarks so that difficulties can be identified early and remediation can occur.

The reading classes in the middle and upper grades are taught in a block schedule to accommodate the literature based program. Student writing is generated from the reading assignments, and the linguistic component is used as necessary for students who might still need support with those skills.

The faculty believes that the program they have established combines the best approaches from a variety of reading research. The assessment results support the success of the reading curriculum as it is used.

## **Another Curriculum Area**

A major component of the school's mission statement is to promote personal and social responsibility. We have developed one aspect of our social studies curriculum in conjunction with our mission as a Catholic School to teach our students to become responsible citizens and models of community service. These reinforce the curricular ties to civic ideals.

Primary students who are required to recognize rules and laws and explain how a system of government provides order worked on a service project within the neighborhood. Residents of several nearby streets had complained about the school traffic which they felt disrupted their neighborhood. The students brainstormed ideas to reroute the traffic, and eventually the entrance to the school grounds from that neighborhood was closed and redesigned as an island planted with trees and flowers. These same students then put together gift bags for the Christmas season and delivered them as a class to all the homes in that neighborhood.

Not only did the students learn about essential skills in particular subjects, but they became actively engaged in the learning process while carrying out a vital component of our school's mission statement.

## **Instructional methods to improve learning**

The faculty of the school have committed themselves to addressing the learning styles of all students. Based on their training in differentiation, they are using teaching methods that are research based and effective because they reflect best practices. At the beginning of the year, students take a learning styles inventory test. Results are shared with parents who are encouraged to become familiar with their child's learning strengths so that they can become more effective homework coaches.

In the classroom, teachers vary their methods to include more inductive and active learning. Students are encouraged to work in collaborative groups and thinking skills are emphasized. Teachers become coaches and learning models, incorporate the arts into the curriculum, and work to continuously evaluate student growth.

An enrichment period has been established in the fifth through eighth grades, and parent volunteers have made it possible to provide a variety of opportunities for children to learn through dance, drama, art, academic clubs, writing clubs, and manipulatives.

When students do not respond to differentiated methods, we utilize a resource program established and maintained through a grant. Students may come into the program on an as-needed basis for support such as extended learning/test time, specialized tutoring, personalized lessons, or any other function that will increase their learning.

## **Professional development program**

All teachers are encouraged to take advantage of professional development opportunities. Under the current administration, a core group of teachers began attending academies and workshops offered by ASCD. The focus for the training is differentiation and learning styles.

After attending the workshops, these teachers return to school and serve as trainers and mentors for the other faculty members. Through their assistance, the faculty has been exposed to components of differentiation, curriculum mapping, brain based learning, assessment strategies, and essential questions. The training is continuous, and this year two additional teachers have asked to join the original group.

In addition to the ASCD training, the faculty has had opportunities to attend in-services provided through NMSA, NCEA, NCTM, and a variety of nationally offered professional development organizations. The faculty also takes advantage of technology training offered through the archdiocese, Ohio Net, SOITA, and local technology training centers.

Faculty meetings are devoted to current topics in education so that all are familiar with the concepts of best practices. Teachers give demonstrations and mentor their colleagues to ensure that there is a cultural change toward the consistent use of research based practices that benefit student learning.



## ASSESSMENT DATA TABLES

### Grade 2 Reading

Test Terra Nova

Edition/publication year Second Edition, 2000

Publisher McGraw – Hill

Number of students in the grade in which the test was administered **88**

Number of students who took the test **88**

What groups were excluded from testing? **None**

Why, and how were they assessed?

Scores are reported here as (check one): NCEs    Scaled scores    **Percentiles**

<b>Reading 2</b>	2003-04	2002-03	2001-02
testing month	Oct.	Oct.	Oct.
<b>SCHOOL SCORES</b>			
total score	76	80	82
number tested	88	87	90
percent tested	100	100	100
number excluded	0	0	0

**Grade 2 Math**

Test Terra Nova

Edition/publication year Second Edition, 2000

Publisher McGraw – Hill

Number of students in the grade in which the test was administered **88**

Number of students who took the test **88**

What groups were excluded from testing? **None**

Why, and how were they assessed?

Scores are reported here as (check one): NCEs    Scaled scores    **Percentiles**

<b>Math 2</b>	2003-04	2002-03	2001-02
testing month	Oct.	Oct.	Oct.
<b>SCHOOL SCORES</b>			
total score	68	73	71
number tested	88	87	90
percent tested	100	100	100
number excluded	0	0	0

**Grade 4 Reading**

Test Terra Nova

Edition/publication year Second Edition, 2000

Publisher McGraw – Hill

Number of students in the grade in which the test was administered **90**

Number of students who took the test **90**

What groups were excluded from testing? **None**

Why, and how were they assessed?

Scores are reported here as (check one): NCEs    Scaled scores    **Percentiles**

<b>Reading 4</b>	2003-04	2002-03	2001-02
testing month	Oct.	Oct.	Oct.
<b>SCHOOL SCORES</b>			
total score	85	85	81
number tested	89	84	89
percent tested	100	100	100
# of IEP tested	1	0	0
<b>SUBSCORES</b>			
IEP SCORES	97	NA	NA

**Grade 4 Math**

**Test** Terra Nova

**Edition/publication year** Second Edition, 2000

**Publisher** McGraw – Hill

Number of students in the grade in which the test was administered **90**

Number of students who took the test **90**

What groups were excluded from testing? **None**

Why, and how were they assessed?

<b>Math 4</b>	2003-04	2002-03	2001-02
testing month	Oct.	Oct.	Oct.
<b>SCHOOL SCORES</b>			
total score	77	79	75
number tested	90	84	89
percent tested	100	100	100
# of IEP tested	1	0	0
<b>SUBSCORES</b>			
IEP SCORES	82	NA	NA

**Grade 6 Reading**

Test Terra Nova

Edition/publication year Second Edition, 2000

Publisher McGraw – Hill

Number of students in the grade in which the test was administered **79**

Number of students who took the test **79**

What groups were excluded from testing? Why, and how were they assessed? **None**

Scores are reported here as (check one): NCEs    Scaled scores    **Percentiles**

<b>Reading 6</b>	2003-04	2002-03	2001-02
testing month	Oct.	Oct.	Oct.
<b>SCHOOL SCORES</b>			
total score	77	85	84
number tested	79	84	89
percent tested	100	100	100
number excluded	0	0	0
# of IEP tested	0	0	3
<b>SUBSCORES</b>			
IEP SCORES	NA	NA	47

**Grade 6 Math**

Test Terra Nova

Edition/publication year Second Edition, 2000

Publisher McGraw – Hill

Number of students in the grade in which the test was administered **79**

Number of students who took the test **79**

What groups were excluded from testing? Why, and how were they assessed? **None**

Scores are reported here as (check one): NCEs    Scaled scores    **Percentiles**

<b>Math 6</b>	2003-04	2002-03	2001-02
testing month	Oct.	Oct.	Oct.
<b>SCHOOL SCORES</b>			
total score	69	75	77
number tested	79	84	89
percent tested	100	100	100
number excluded	0	0	0
# of IEP tested	0	0	3
<b>SUBSCORES</b>			
IEP SCORES	NA	NA	53

**Grade 8 Reading**

Test Terra Nova

Edition/publication year Second Edition, 2000

Publisher McGraw – Hill

Number of students in the grade in which the test was administered **82**

Number of students who took the test **82**

What groups were excluded from testing? **None**

Why, and how were they assessed?

Scores are reported here as (check one): NCEs    Scaled scores    **Percentiles**

<b>Reading 8</b>	2003-04	2002-03	2001-02
testing month	Oct.	Oct.	Oct.
<b>SCHOOL SCORES</b>			
total score	87	84	90
number tested	79	70	86
percent tested	100	100	100
number excluded	0	0	0
<b>SUBSCORES</b>			
IEP SCORES	48	NA	NA

**Grade 8 Math**

Test Terra Nova

Edition/publication year Second Edition, 2000

Publisher McGraw – Hill

Number of students in the grade in which the test was administered **82**

Number of students who took the test **82**

What groups were excluded from testing? Why, and how were they assessed? **None**

Scores are reported here as (check one): NCEs    Scaled scores    **Percentiles**

<b>Math 8</b>	2003-04	2002-03	2001-02
testing month	Oct.	Oct.	Oct.
<b>SCHOOL SCORES</b>			
total score	87	82	87
number tested	79	70	86
percent tested	100	100	100
number excluded	0	0	0
<b>SUBSCORES</b>			
IEP SCORES	43	NA	NA