

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Paul Beyerle
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Bishop Leibold School
(As it should appear in the official records)

School Mailing Address 6666 Springboro Pike
(If address is P.O. Box, also include street address.)

Dayton Ohio 45449-3414
City State Zip Code+4 (9 digits total)

County Montgomery State School Code Number* 065755

Telephone (937) 434-9343 Fax (937) 436-3048

Web site/URL www.bishopleiboldschool.com E-mail pbeyerle@bishopleiboldschool.com

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

(Principal's Signature) Date _____

Name of Superintendent* Bro. Joe Kamis, SM
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Deano Montreuil
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

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

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 2 Number of years the principal has been in her/his position at this school.
2 1/2 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

2007-2008 School Year

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	28	37	65
K	34	26	60	8	19	38	57
1	18	30	48	9			
2	26	30	56	10			
3	30	34	64	11			
4	26	28	54	12			
5	39	27	66	Other			
6	37	28	65				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							535

6. Racial/ethnic composition of the school: 2007–2008 School Year
- | | |
|------|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 3 | % Asian or Pacific Islander |
| 0 | % Black or African American |
| 0 | % Hispanic or Latino |
| 97 | % White |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1 % 2006–2007 School Year

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	3
(3)	Total of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	548
(5)	Total transferred students in row (3) divided by total students in row (4)	.012
(6)	Amount in row (5) multiplied by 100	1.2

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: NA

Specify languages:

9. Students eligible for free/reduced-priced meals: 4 % 2007–2008 School Year

Total number students who qualify: 20

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5 %
25 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2007-2008 School Year

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff 2007-2008 School Year	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>1</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>6</u>	<u>10</u>
Total number	<u>40</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	98 %	98 %	98 %	98 %	98 %
Teacher turnover rate	13 %	15 %	20 %	3 %	4 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Consolidated in 1974 from the long-standing schools of Our Lady of Good Hope and Saint Henry Parishes, Bishop Leibold School is fully accredited by the Ohio Catholic School Accrediting Association for students from Kindergarten through eighth grade. The school has strong roots and a deep commitment to the people in southern Montgomery and northern Warren Counties, and is comprised of a West Campus (Grades K-3) and an East Campus (Grade 4-8), each located at a parent parish. As its mission, Bishop Leibold School joins students, teachers, parents, parishioners, and religious in a faith community promoting and modeling the Gospel message, and developing in its students the baptismal call to serve God's people through prayer, study, and action. The school develops a strong educational foundation recognizing the talents of each individual and nurturing the child as a whole student.

The academic program at Bishop Leibold School radiates. Teachers at Bishop Leibold School believe in learning across the curriculum, and regularly weave art, music, and technology into their lessons. For example, eighth grade literature classes recently participated in the Houston Holocaust Museum Butterflies Project, and all grades of language arts classes collaborated with the art department on the national project, Pinwheels for Peace. Each classroom is equipped with at least two new computers, and both campuses have a lab of 30 new desktop computers and a portable lab of 30 laptops. As a result of a technology grant, every eighth grader also has a laptop computer to use both at home and at school for the school year. In addition, teachers regularly use Smart Boards with LCD projectors to enhance instruction.

Consistently, Bishop Leibold students score in the top ten percent nationally on standardized testing. Junior high science students have both placed and received Honorable Mention in the District Science Fair. Achievement in the Archdiocesan Minimum Competency Writing Evaluations for third, fifth, and seventh grades stands at 97% success. Currently, 46% of the eighth grade class is enrolled in Algebra I. Over 95% of students in the junior high Spanish program test into Spanish II at the high school level. Beyond the regular school day, students embrace the opportunity for an introductory Spanish class in grades K-3. In grades 4-8, extracurricular challenges abound in the QUEST math and science enrichment program. Bishop Leibold students have earned honors in the "Math Counts" competition, Scripps-Howard Spelling Bee (2004 National Level participant), and first, second, and third place in various categories in the "Power of the Pen" writing competitions on the local, regional, and state levels.

Throughout their Bishop Leibold experience, students earn service hours that encourage enthusiastic and active participation in tending to the needs of family, school, neighborhood, parish, and global communities. Saint Vincent de Paul Hotel, Miamisburg Helping Hands, Elizabeth New Life Center, and the Red Cross are examples of social agencies benefiting from the students' desire to help. The youth ministry's weekly excursions to a nursing home to play Bingo with the residents, a student-operated babysitting service for parents attending adult-education programs, and the "Nickels for Nairobi" project are further examples of Bishop Leibold students' motivation to make a difference in the world. Sports available to students include soccer, track, baseball, basketball, volleyball, golf, and cheerleading; several of these are on the intramural level for grades K-3. Rosary Club, School Choir, Band, Boy and Girl Scouts, and Leibold Leaders (The Optimist Club's junior branch) are other student activities.

Graduates continue the tradition of their Bishop Leibold heritage; The National Honor Society abounds with their names, and National Merit Finalist and Commended Students represent the distinction with which Leibold students progress through secondary education. Four former Bishop Leibold students have been valedictorians at their respective Catholic high schools in the past two years. Members of the Leibold Class of 2006 and 2007 received nearly \$56,000 in high school scholarships, and full academic and/or athletic college scholarships have been earned by many Leibold graduates. Like the eagle chosen as its symbol, Bishop Leibold School soars high with pride in the excellence of its school tradition.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The Terra Nova Achievement Test is a standardized test administered each fall to the students of Bishop Leibold School in the second, fourth, sixth, and eighth grades as mandated by the Archdiocese of Cincinnati. The results are reported using both national percentiles (NP) and the mean normal curve equivalent (NCE). When Bishop Leibold School student scores are compared with national percentiles, they demonstrate that BLS student body consistently performs well. The most recent Terra Nova test results (2006) indicate that the highest BLS grade level tested (eighth) performed in the “above average” range of 75 to 99 in both the national student percentile ranking and the mean normal curve equivalent. Percentile scores for these eighth graders were 86 in Reading and 82 in Math, placing Bishop Leibold School in the top 10 percent nationally in both subjects. The 2006 Terra Nova testing results for all grades tested indicate that Bishop Leibold students performed significantly higher than the national average, which is defined as 50% on this norm-referenced scale. One exception to these results was the performance of the 2006 4th grade in Math and Reading. The Cognitive Skills Index (CSI) results for our fourth grade indicated that this grade had a larger number of students scoring at the below average range (84 or below score) and a smaller number of students scoring at the above average range (116 or above) than grades two, six and eight, an indication of a class with not as much innate ability.

In addition to evaluating assessment results based on percentiles, scores are also evaluated based on anticipated and obtained NP of Mean NCE scores. In reviewing the past four years of Bishop Leibold School’s student performance in Reading, Language, and Math, the second, fourth, sixth, and eighth graders have consistently obtained higher scores than anticipated. This is based on the Cognitive Ability test (InView) by CTB McGraw-Hill, which is given at the same time. Comparing obtained results with anticipated scores allows the school to see if it is meeting its educational goals. Bishop Leibold School’s results show positive and educationally significant differences between the obtained results and the anticipated scores. For example, the 2006 Terra Nova results for Bishop Leibold School (looking at the 2nd, 4th, 6th, and 8th grades consecutively by subject area) indicated that the student obtained results were significantly higher than the student anticipated scores. Reading obtained results indicated positive and significant point differences of 5, 16, 10, and 13 respectively by grade level. In Language, the positive differences were 17, 8, 11, and 6. The Math significant differences were 16, 18, 16, and 8. These indicators highlight that, regardless of ability, Bishop Leibold students are achieving higher than students of similar ability.

Another evaluation of student performance is the Archdiocesan Writing Assessment. Student writing is assessed annually in the third, fifth, and seventh grades. The average scores obtained by the Bishop Leibold students in 2006-2007 on this writing assessment surpassed the Archdiocesan averages. For example, 100% of seventh grade, 98% of fifth grade, and 98% of third grade were evaluated as being competent writers. Students in grades five and eight at the school are also assessed using the ACRE (Assessment of Catechesis/ Religious Education) test provided by the National Catholic Education Association. In January 2007, both groups at the school scored at the proficient level or above in the area of Faith Knowledge, nearly twenty percentage points higher than the national average.

Two-thirds of the student body regularly qualifies for the school honor roll. Bishop Leibold students receive a strong academic foundation, and as a result, an above-average number of students qualify for honors and advanced placement courses in high school. The school’s assessment results consistently indicate that Bishop Leibold students receive a challenging, well-rounded, quality education.

2. Using Assessment Results

At Bishop Leibold School, various assessment results are analyzed and used by the administration and staff to determine trends in student performance across grade levels and subject areas. The data supplied by the Terra Nova and InView provides indicators of academic strengths and weaknesses, determines the overall direction of the school's continuous improvements plan, and guides faculty self-evaluation and professional development.

Terra Nova data provides a baseline from which the staff may analyze discrepancies between obtained scores and anticipated scores to compare with an individual student's performance in class. This information factors in the creation of plans to provide academic assistance from the reading specialist, intervention specialist, and/or speech and language pathologist. For example, in the 2006-2007 school year the fourth grade scored lower on the Terra Nova test in Reading and Math than other Bishop Leibold fourth graders have traditionally. Collectively, this particular group has a lower average Cognitive Skills Index (101) than the typical BLS student. To address this group's specific needs, grade level teachers and intervention staff provided standards-based instruction focusing on sequential, developmental skills as well as tutoring sessions. Ideas for accommodations were discussed by this team, implemented, and regularly evaluated. Several students were brought to full evaluation. The school's daily class schedule has been altered to provide all students with a forty-five minute "flex time" to receive small group and individual instruction with classroom teachers and intervention staff.

In addition to standardized assessments, student performance is evaluated for strengths and weaknesses on a daily basis through regular classroom assessments, at the interim of each quarter, and through quarterly progress reports. Parent-Teacher Conferences are scheduled after the first quarter as well as throughout the school year as needed. Grade level teaching teams use assessment results to meet the needs of all students and to ensure academic continuity within and between grade levels.

3. Communicating Assessment Results

Bishop Leibold School communicates with parents and the community in several ways. The school communicates with parents on a daily basis through ProgressBook, an online grade book. ProgressBook is used by the teachers of Bishop Leibold School to record grades and to generate reports. The most attractive part of ProgressBook is the Parent Access module. Parents are able to see their child's grades daily. They are also able to review missing assignments, interim reports, report cards, and comments by the teachers. This program offers up-to-date averages for the parents to view. Students may also log on at any time to review their own grades, homework assignments, and notes that are given in class.

Bishop Leibold School also communicates with the community through the school's informative website. The website offers teachers' personal websites, school board minutes, cafeteria notes, and links to outside parent resources. The most recent standardized assessment data can be found on the school website for any member of the public to review. These standardized test results are also communicated in a newsletter, which is sent to school families once results are received. Bishop Leibold provides a quarterly newsletter to the stakeholder community, "The Leibold Link." The publication informs the community of the school's assessment results, various activities taking place in the school, awards and distinctions earned by the students and staff, and achievements of alumni through high school, college, and beyond. Bishop Leibold School makes a concerted effort to keep the parents and stakeholder community well informed. The online Parent Access has proven to be to a stellar success by providing families up-to-date information on student performance.

4. Sharing Success

As part of an extended academic community engaged in continuous work towards educational excellence, Bishop Leibold teachers and administrators welcome opportunities to exchange information with other schools. Bishop Leibold School is a member of the Dayton South Area cluster of seven parochial schools, and the principal meets bimonthly with this cluster of administrators to discuss ways to maintain and improve academic programs to meet various student needs. This collaboration broadens to quarterly meetings of the Dayton Area Principals' Association. As participants in the St. Remy Initiative, a professional development project in conjunction with The University of Dayton and the Center of Catholic Education, the principal and two faculty members collaborate with staff members of 11 other Catholic schools to develop a school-wide plan to enhance the "Best Practices" model of strengthening Bishop Leibold's Catholic identity.

Internally, Bishop Leibold staff participated in the Ohio Core Literacy Program during the 2006-2007 year through The University of Dayton. Two BLS teachers presented the teaching staff with 30 hours of literacy instruction, which focused on methods of teaching Reading and Language Arts in all curriculum areas. Throughout this instruction, the staff integrated these instructional methods and created lessons using the information and evaluations shared by the two staff members at monthly literacy meetings

Technology is another area of success for Bishop Leibold School; the school's upgraded website has been featured and displayed by the Institute of School and Parish Development for use by Catholic educators. The school's Parent Technology Committee has improved the efficiency of communicating with students, their families, and the parish communities through the redesigned website, which also serves as a concise, updated source of information for prospective families. The Eighth Grade Laptop Program is in its pilot year after collaboration with other district technology coordinators. Achievements and recognition in academics and co-curricular activities are also communicated through school, parish, and archdiocesan publications, as well as the local press.

Annual Open Houses (one at each campus), Parent Information Nights, Science Fair, Art Show, and Music Programs all showcasing the students' achievements, are events open to the public. The school regularly hosts students from area colleges for fieldwork and student teaching experience. Bishop Leibold continues to work toward providing excellence in all areas of the students' educational experience, and sharing this information with the stakeholder community and fellow educators.

PART V- BISHOP LEIBOLD'S CURRICULUM and INSTRUCTION

The Bishop Leibold School curriculum is determined by the Archdiocese of Cincinnati and the State Standards of Ohio.

Foreign Language: Students in 7th and 8th grades have Spanish class five days per week. The equivalent of first year high school Spanish is taught over the two years. The teacher is specifically licensed in secondary Spanish. The foreign language curriculum meets the requirements of the NCLB-BRS program.

Fine Arts: Bishop Leibold School is committed to the development of a strong Fine Arts program which develops an awareness and appreciation for the arts thus educating the whole student. The Arts are integrated in all content areas. The students at BLS develop an appreciation for music through their general music classroom, band and choir instruction. The visual art program encourages students to develop their natural abilities and explore the works of other cultures. Self-expression and exploration are encouraged. Students may participate in a regional Creative Spirit Art Show. The Physical Education program provides a learning curriculum, which contributes to the total development of the students' cognitive and physical development. The program develops locomotor and non-locomotor skills through fitness tests, sports, games, and dance.

Math: In an increasingly technological world, the mathematics program offers a quality curriculum essential to the future of the students. It is an approach designed to enable every student to acquire an understanding of fundamental skills and concepts. Instructional emphasis is placed on problem solving, mathematical reasoning and communication of mathematical ideas.

Science: Inquiry based learning is integral and evident in the science classes at BLS. Portable laptops are used to research and obtain data; hands-on labs provide opportunities to experience concepts rather than read about them. Projects allow for the use of creative differentiated instruction. Students are involved in outdoor education, regional/state science competitions, visits from COSI (Columbus, Ohio hands-on science museum), programs sponsored by the Boonshoft Museum, presentations from the Cincinnati Zoo, and participation in the Wizard Program from Wright State University. QUEST is an additional after-school enrichment activity offered to students. This program encourages deeper student exploration into the areas of Math and Science: hands-on learning, experimentation, critical thinking, the application of mathematics, and teamwork focusing on the scientific method.

Language Arts: Language Arts is an integral part of the students' academic, social, and moral development. The program focuses on language and communication skills that are the basis for all other learning. The skills are incorporated into all other curricular areas using differentiated strategies as students are taught reading, grammar skills, and the six trait writing process. Students show their talents by participating in the Power of the Pen competition where they have reached the State level and also in the Scripps Howard Spelling Bee where students have excelled and even reached the National level. All teachers have been trained in Literacy through the University of Dayton and reflect the training in their classroom curriculum.

Religion: Students of different faiths are welcome at BLS. Catholic/Christian values are incorporated into the total school program. All students participate in daily prayer, religious education classes, weekly Mass and a variety of service projects.

Social Studies: The curriculum incorporates the study of history, citizenship, government, geography and world cultures with the goal of students becoming active responsible citizens with a global understanding. All students participate in a program entitled *BLSSing for Nairobi* (Bishop Leibold School Sharing in Needed Global Service). The students have pen pals and promote activities to raise funds to help Our Lady of Nazareth, their adopted school in Nairobi.

Part V – 2a -Reading

Bishop Leibold School begins reading curriculum with the current Macmillan/McGraw-Hill reading program. This program includes quality literature and integrates phonics, grammar, writing, and spelling for a total language approach. It also includes a superior computer-based home connection for additional help and enrichment. The Kindergarten level introduces phonics and printing using extensive phonemic awareness activities. These activities employ an organized, chronological approach to phonics and are a strong component of the Kindergarten program. The results are now being assessed through DIBELS (Dynamic Indicators of Basic Early Literacy Skills). For grades one through three, the children are taught whole class lessons and are then broken into smaller, leveled groups in order to meet the needs of all students. These smaller groups do a variety of activities including Working with Words, Word Wall charts, vocabulary journals, and comprehension sheets. These activities have proven to be most beneficial for the students because they are called upon to use the multiple intelligence approach to thinking. Comprehension is assessed through worksheets, discussion, conventional written tests, and the computerized Accelerated Reader programs. All classes in the primary level have scheduled dates at the Miamisburg Public Library for stories from the various genres of children's literature. All students are encouraged to read between 10-30 minutes at home every night.

Beginning at grade four, the series is complemented with novels. The students work in Literature circles to read aloud, discuss vocabulary and comprehension, work on cross-curricular projects, and a myriad of other daily experiences that provide ongoing models for becoming an accomplished reader and participator in the community. The fifth and sixth grades continue this model. The students are expected to read at home as well as at school. Vocabulary is built through using Vocabulary workshop and books of many different genres.

The 7th and 8th grades continue the Reading curriculum and focus on applying the strategies of independent and critical reading. During the summer, the students are required to read two books, one of which for the 7th grade is Belle Prater's Boy and for the 8th grade is Out of the Dust. A short written project for the book is required also. The general curriculum encompasses different forms of print and media on a daily basis. Eighth grade students participate in a one-on-one laptop program that enables students to navigate through web quests. Students can also get notes and assignments through teachers' websites. The students are evaluated on comprehension through objective tests as well as essay tests and student-directed projects. Standardized tests as well as observation of students has confirmed that Bishop Leibold has created and continues to create a highly successful community of readers.

Part V - 3 Math

The Math Curriculum at BLS has a strong emphasis on problem solving and critical thinking. Teachers use hands-on projects to help students “see” the concept and how it relates to the real world, rather than just memorize the procedures. The use of technology (Web Quests, Smart Board, PowerPoints, spreadsheets, databases, Geometers’ Sketch Pad) and manipulatives are used throughout K-8 classes. From competing in Metric Olympics to designing and running a school store, the students are constantly challenged to think critically and put their math skills to work in everyday-type activities.

Students in Grades six through eight are placed in smaller, multi-leveled math classes and qualifying students (46% of the 8th grade class) take Algebra I daily. Junior high students use the T183 calculator to apply and test different principles they have learned, and eighth graders use their laptops at school to experience interactive math sites for drill. Notes can also be obtained using the school’s one-on-one laptop program. Bishop Leibold School has also embraced the use of Simple Solutions (grades one through eight workbook series) to help students achieve real mastery and comfort with new concepts and arithmetic skills.

Through good teaching, structured review, and consistent practice, retention in the different concepts have flourished. The School Improvement Plan approved during the 2003 Ohio Catholic Schools Accreditation process included strategies for improving Bishop Leibold Terra Nova math scores. Student 2006 math scores improved over 2002 baseline scores significantly, by an average of seven percentile points for all grades tested. As extracurriculars, Math Counts and Ohio Mathematic League are programs available for BLS Junior High students to encourage critical thinking and problem solving at a competition level. “Math Matters” and “Unwired: Critical Thinking Game Night” are in-service activities offered to families at BLS to encourage the use of math at home and in the real world. There is no better way to understand math than to live it, and BLS is living up to the goal of creating life-long inquisitive learners.

Part V - 4 Instructional Methods

Assessing students' needs and recognizing how they learn drive the modes of instruction at Bishop Leibold School. Teachers strive to diversify their instructional methods of learning, knowing that students have multiple learning styles, thus a variety of methods such as direct instruction, small group work, and individual instruction are used on a daily basis. Across the grades, evidence of instructional diversification is provided by students working in collaborative groups, individually reading, accessing the Internet, listening to a lecture, or involved in movement to aid learning. Students are challenged to learn through questioning, exploring, and analyzing and are constantly called upon to use higher level thinking skills, to go beyond simple recall of information to application, analysis, and synthesis. Practice of these skills may be encouraged through activities such as PowerPoint presentations, an interactive Smart Board lessons, oral presentations of Internet research study, or group lab experiments.

The state-of-the-art computer lab at the East Campus (Grades 4-8) consists of 30 computers and a large screen monitor, and each campus has a wireless lab of 30 computers. Each classroom has Internet-access computers available to students, and the East Campus has wireless connectivity that allows each Bishop Leibold 8th grader to use the Internet via their school-provided laptop. Students in grades K-3 use the computers for math and language activities as well as Accelerated Reader, the reading assessment program. Third graders are taught keyboarding, and the fourth through sixth grade students are introduced to Word, Intermediate Word, Excel and Power Point. Media literacy is taught in grades four through eight using cross-curricular activities. Every grade level has access to a Smart Board, which is used in all curricular areas, and students are additionally instructed in research projects and PowerPoint presentations.

Students who experience difficulty with the curriculum receive assistance from the intervention specialist, the reading specialist, or the speech/language pathologist. When necessary, students are offered accommodations or an adjusted curriculum. A collaborative team approach is used when teachers or parents have concerns about a student's learning. The intervention team may include parents, teachers, principal, assistant principal, speech pathologist, reading specialist, intervention specialist, psychologist, and any outside therapist or tutor. The team works together to formulate a plan and agrees to meet within a three- or four-week timeframe to monitor progress. After-school programs such as "Study Skills" and "Writers Workshop" are offered to those students who have weaknesses in these areas. Daily "flex time" is built into the students' schedule for grades four through six, providing teachers and support personnel time to address the needs of students whether one-on-one or in groups. Junior high students have a once-a-week study hall that offers math lab and extra support time.

Part V - 5 Professional Development

Each teacher at Bishop Leibold School is responsible for developing an IPDP (Individual Professional Development Plan) that is aligned with the School Professional Development Plan. Therefore, each year every teacher is proactive in setting goals that help improve their curricular knowledge. Many excellent opportunities to increase teaching skills are offered by Bishop Leibold School, the Catholic Schools Office, The University of Dayton, and a variety of educational agencies (such as The Montgomery Educational Service Center and Southwestern Ohio Instructional Technology Association).

This past year the entire faculty was involved in a program through The University of Dayton entitled “Core Literacy for the Primary and Intermediate Grades”. Two Bishop Leibold teachers were trained and then used their expertise to instruct the rest of the staff on a monthly basis during two-hour faculty meetings, with additional training time to complete the class. Teachers are implementing cross-curricular activities into their programs this year as a result of their literacy study. The school’s Speech and Language Pathologist and Reading Specialist were trained in DIBELS (Dynamic Indicators of Basic Early Literacy Skills) this year, and they have instructed the Kindergarten and first grade teachers who are using this assessment program in their classrooms. This year the Reading Specialist also received training in the Orton-Gillingham program, a multi-sensory approach that can be integrated into the reading curriculum. Training sessions have been scheduled for the K-3 teachers who, in the upcoming year, will implement strategies particular to this program.

Because of Bishop Leibold’s affiliation with The University of Dayton’s School of Education, many of Bishop Leibold’s teachers have been trained in “Pathwise” observation and analysis in order to provide formative assessments and guidance to the student teachers and observers of the school. This year, two teachers and the principal of Bishop Leibold School are participating in the St. Remy Initiative, a three-year ongoing professional development group. The primary purpose is to evaluate, develop, and strengthen a sense of Catholic identity among students and faculty in the Catholic school environment.

Throughout the year teachers attend a myriad of excellent conferences and workshops directed to their specific areas of teaching. Training in differentiated instruction, brain-based learning, and integrating technology into the curriculum are recent areas of concentration in individual professional development. Teachers then offer the knowledge they gain to their colleagues at grade level meetings, at monthly faculty meetings, or on days slated for Professional Development.

Part VI- PRIVATE SCHOOL ADDENDUM

1. **Private School Associations:** OCEA- Ohio Catholic Education Association
St. Henry Parish
Our Lady of Good Hope
CEC- Catholic Education Collaborative- Dayton, OH

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

3. **What are the 2007-08 tuition rates by grade?**

Grades one to eight- \$2758 (parishioner)
 \$3600 (non-parishioner)

½ day Kindergarten- \$2069 (parishioner)
 \$ 2700 (non- parishioner)

Extended Day Kindergarten- \$3102 (parishioner)
 \$4050 (non-parishioner)

4. **What is the educational cost per student?**

\$4179 = \$2,290,085 (Operating budget for 06-07) divided by 548 (Oct. 2006 ADM)

5. **What is the average financial aid per student?**

\$ 1418= \$62, 378 (aid given) divided by 44 (number of students receiving aid)

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

2.7%= \$62,378 divided by \$2,290,085

7. **What percentage of the student body receives scholarship assistance including tuition reduction?**

8.2% = 44 (number of students receiving aid 07-08) divided by 535 (Oct. 2007 ADM)

**PART VII ASSESSMENT RESULTS
BISHOP LEIBOLD SCHOOL**

Terra Nova
Form C, Second Edition, 2001
CTB/McGraw-Hill

Scores are reported as percentiles.

	2006	2005	2004	2003	2002
Testing month	October	October	October	October	October
Grade 8					
Reading	86	88	91	86	89
Mathematics	82	87	86	80	79
Number of students tested	59	56	49	42	55
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 6					
Reading	80	79	78	82	85
Mathematics	87	85	80	80	81
Number of students tested	64	63	73	68	59
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 4					
Reading	68 *	80	78	84	81
Mathematics	73 *	81	76	79	71
Number of students tested	65	67	78	74	81
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 2					
Reading	78	76	76	82	79
Mathematics	89	88	84	88	80
Number of students tested	66	63	74	75	84
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0

* See Page 8 ("Using Assessment Results") for School action addressing the needs of these 2006 4th Grade students.