

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. Aloysius H. Grote**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Saint Dominic School**
(As it should appear in the official records)

School Mailing Address **371 Pedretti Road**
(If address is P.O. Box, also include street address.)

Cincinnati **Ohio** **45238-5846**
City State Zip Code+4 (9 digits total)

County **Hamilton** State School Code Number* **054973**

Telephone **(513) 251-1276** Fax **(513) 251-6428**

Web site/URL **www.stdominidelhi.org** E-mail **agrote@stdominic-k-8.org**

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. Joseph 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 **Mrs. Karen Melvin**
(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.*

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM 5E103, Washington DC 20202-8173

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. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.

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

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

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. 5 Number of years the principal has been in her/his position at this school.
 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:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	N/A	N/A	N/A	7	30	45	75
K	24	26	50	8	21	33	54
1	21	21	42	9	N/A	N/A	N/A
2	42	31	73	10	N/A	N/A	N/A
3	25	31	56	11	N/A	N/A	N/A
4	32	36	68	12	N/A	N/A	N/A
5	37	27	64	Other	N/A	N/A	N/A
6	27	32	59				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							541

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian or Pacific Islander
2 % Black or African American
1 % Hispanic or Latino
96 % 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 %

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	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	587
(5)	Total transferred students in row (3) divided by total students in row (4)	.0136
(6)	Amount in row (5) multiplied by 100	1.36

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
Number of languages represented: 0.
Specify languages:
9. Students eligible for free/reduced-priced meals: 22 %
Total number students who qualify: 127.

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: $\frac{6}{32}$ % 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.

___ Autism	___ Orthopedic Impairment
___ Deafness	___ Other Health Impaired
___ Deaf-Blindness	<u>14</u> Specific Learning Disability
___ Emotional Disturbance	<u>18</u> Speech or Language Impairment
___ Hearing Impairment	___ Traumatic Brain Injury
___ Mental Retardation	___ Visual Impairment Including Blindness
___ Multiple Disabilities	

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>23</u>	<u>2</u>
Special resource teachers/specialists	<u>11</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff	<u>4</u>	<u>5</u>
Total number	<u>40</u>	<u>11</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 23 : 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	97%	98%	97%	96%	97%
Teacher turnover rate	7%	*13%	**15%	9%	3%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A %				

*Poor performance/relocations
 **Death/relocations/poor performance

Part III—Summary

“St. Dominic is an Archdiocesan Roman Catholic elementary school, kindergarten through eighth grade, operated by St. Dominic Parish. St. Dominic School, ‘A Place to Grow’, proudly exists to serve the individual needs, both spiritual and educational, of the children of the parish and local community.” (St. Dominic School Mission Statement)

The foundation of St. Dominic is based upon the spiritual growth and the educational growth of its students. Knowing that a family that prays together stays together, St. Dominic guides each student into becoming a faith-filled child of God through: a strong academic religion program, numerous liturgical functions, active student ministries in the church and school, an emphasis on many traditional Catholic services/celebrations, a deep immersion in a very successful character education program, as well as an active student led community services program.

Closely related to the spiritual development of each student is a strong academic program which utilizes differentiation as the groundwork to assist each child in recognizing his or her own potential. The staff provides both remedial and enrichment programs to all students in every area of the curriculum. The Advanced Mathematics program and Foreign Language program allow students to complete freshman year material throughout the sixth, seventh, and eighth grade years. Upon graduation, these students will have completed Algebra I, Latin I, or Spanish I, thus enabling them to begin high school already a year ahead. No other elementary school in the area has such programs.

It is easy to see the payoffs of such a strong academic program. St. Dominic School’s retention rate is zero percent and graduation rate is one hundred percent. Standardized test scores are at or above the Archdiocesan and national averages. The academic scholarships for graduating eighth graders total over \$250,000.00, and ninety-seven percent of the students have a first try passage rate on the tenth grade Ohio Graduation Test. The public school average rate of first try passage is only seventy-nine percent.

St. Dominic School has been blessed with a warm and caring staff who constantly search for ways to grow professionally and spiritually. Over the past few years individual staff members have applied for and received numerous instructional grants to enhance their curriculum. One teacher has attained the status of being a National Board Certified Teacher while three others have received the NCEA Teacher of the Year Award for Region Six (Michigan and Ohio). All staff members serve on one of three school committees which work collaboratively with parent volunteers to improve every facet of the school. The staff attends to their spiritual side by participating in daily morning prayer, retreats of self-reflection and discovery, liturgical functions, and professional reading groups.

Knowing that the most important teachers to students are their own parents, St. Dominic strives to ensure parent support in many areas. Each day parents volunteer in the building, work on PTO (Parent Teacher Organization) projects, serve on the Education Commission, or serve on six established school improvement committees. The St. Dominic PTO has received the prestigious NCEA Home/School Award.

St. Dominic continues to grow stronger each year. An automated library with a collection of over 15,000 volumes, two formal computer labs, computers and projectors in each classroom, laptop computers for each classroom teacher, Smartboards for each academic wing, and the installation of a software package enabling parents to access homework, messages, and current grades online are some of the most recent enhancements to the school.

St. Dominic has had the pleasure of witnessing the growth of many generations of students who are now doctors, engineers, attorneys, accountants, politicians, CEOs, and service persons. Many of the graduates are faith-filled parents, grandparents, and great grandparents within the St. Dominic Parish community. Since St. Dominic opened its doors seventy-four years ago, it is easy to see why St. Dominic School has become a place for children to grow.

Part IV—Indicators of Academic Success #1 Assessment Results

St. Dominic School uses the nationally normed Terra Nova achievement test and the In View ability test, both published by CTB/McGraw Hill, as a means of assessing and reporting student progress. Per Archdiocesan guidelines, students take both tests in grades two, four, six, and eight during the month of October.

The Terra Nova was chosen for its format which requires students to not only respond to multiple choice items, but to also construct written responses across the tested areas of Reading, English, Math, Science, and Social Studies. The In View is an aptitude test designed to predict a student's expected acquisition of knowledge and skills. It provides a Cognitive Scale Index (CSI) which is an age-based standard score indicating the student's overall cognitive ability relative to same age peers. The use of the In View and the Terra Nova achievement test together allows for an anticipated achievement score. This score is an estimate of the extent to which an individual student is achieving in accordance with expectations for comparable students. In this regard, the data gathered indicates whether or not a student is achieving at an expected academic level. These scores enable the teachers and parents to more meaningfully discuss each child's progress and make plans for continued growth.

Results are returned to the school late in December and distributed to the staff and parents very early in January. Data generated from the reports is used to assess strengths and weaknesses on a macro level, such as curriculum across grade levels, as well as on a micro level, as in assessing individual student achievement. The test results are reported in National Percentiles, Normal Curve Equivalents, National Stanines, and Cognitive Skill Indices (I.Q. similar). Detailed explanations of these report formats are provided to all.

The eighth grade classes over the past five years have achieved above their anticipated ability scores for reading and math 100% of the time. Also for the past five years, they have been at or above the NCLB Blue Ribbon cut-off score of the 90th percentile for reading and math 100% of the time.

The reading and math scores for grades two, four, and six over the past five years have been above the anticipated ability range 93% of the time. The reading and math scores for the fourth and sixth grades over the same five years have been above the NCLB Blue Ribbon cut-off score of the 90th percentile 65% of the time (NCLB cut-off scores are not provided for grade two). There is also a very high correlation between the continuous improvement of the Terra Nova test and the number of years a student attends St. Dominic School. Simply stated, the majority of students who attend St. Dominic for all nine years of elementary school will display consistent increases in their Terra Nova scores across the years.

As can be seen in Part VII-Assessment Results of this application, the test scores reflect a slight disparity between the low income students and grade level peers. This disparity can be partly accounted for by the small sample size or number of students in the low income groups. However, a case can be made that the scores obtained from the low income group reflect high academic progress and, in fact, in several instances the low income scores rivaled or exceeded the total group scores. In both the reading and math areas, across grade levels and across years, the students in the low income group scored at or well above the 60th percentile. An exception to this profile were two reading scores (42nd percentile and 58th percentile) from the second grade population tested in 2006 and 2005. Taking into account the trend that has been documented, that students who continue at St. Dominic through the elementary school years traditionally increase their achievement scores on the Terra Nova tests, these scores are neither alarming nor disheartening; the likelihood that they will increase is extremely high.

Because of the strong, consistent interaction between the teachers and parents regarding the progress of each student and the consistent use of test results as a guide for curriculum change, all students at St. Dominic School have a continuous growth plan. This accounts for the growth of each student as they progress from the primary years to the eighth grade. This also attributes to the fact that over the past five years, the eighth grade graduates have received over \$630,000.00 in academic scholarships to area Catholic high schools, as well as advanced standing in mathematics and foreign languages.

Part IV—Indicators of Academic Success #2 Using Assessment Results

Upon receipt of the students' results for the Terra Nova and In View tests, individual profile sheets for each student and a letter of explanation are sent to the parents for review. Parents are asked to review the results and then encouraged to set up a conference with the teacher to take an in-depth look at not only the current scores, but also those of previous years. These test results also become part of the formal teacher/parent conferences held in late November and early March. The results are also used as part of discipline, behavior, lack of progress, or possible learning disability conferences with the teacher and parents in attendance.

The teachers review each of their students' scores and compare them to their current progress in an effort to identify the academic strengths and weaknesses of each student and class at large. As a result, individual and group adjustments are made in consultation with the parents, school psychologist, and other educational specialists.

The teacher of a given grade level and the teachers teaching specific subjects meet to discuss the results and to study the overall subject item analyses to determine possible adjustments in the curriculum. The staff is empowered to make such changes, as long as such adjustments do not contradict the Archdiocesan Graded Courses of Study and as long as they are shared with the principal and the school's Academic Issues Committee. Such changes are also recorded in the school's Curriculum Resource Guide.

The school psychologist prepares and presents a detailed PowerPoint report for the parish Education Commission followed by a great deal of discussion as to what curricular, staffing, supply/equipment, textbooks, and policy changes need to be made to continue the track record of continued growth from one grade level to the next. As a result, significant adjustments have been made for individual students and decisions regarding textbook purchases, writing approaches, use of rubrics across curricula, changes in the religion program, and adoption of a character education program.

Part IV—Indicators of Academic Success #3 Communicating Assessment Results

St. Dominic School communicates assessment results to the students and parents by sending home a detailed individual profile and explanation sheet for each child tested as referenced in Part IV #2. In addition, each parent is encouraged to contact the school psychologist or the classroom teacher to more thoroughly review the individual child's results. These test results are also used as part of the data being reviewed during the scheduled teacher/parent conferences in November and March of each school year.

Annual test assessment data is sent to all parents of the school in a grade-by-grade group format with a detailed letter of explanation, as well as test data summaries for the past three years. A very detailed PowerPoint presentation is prepared and presented to the Education Commission by the school psychologist. This is followed by a lengthy discussion of progress or lack thereof over the previous years, as well as discussions about what needs to be done to continue future improvement. This meeting is open to all parents and parishioners.

Test data is communicated to the community at large through: an annual St. Dominic School Fact Sheet which is included in the February issue of the St. Dominic Report (monthly parish newsletter), sent home to all parents in a February Home/School Envelope, distributed to approximately 1,400 persons who attend the annual Open House during Catholic Schools Week in late January, sent to each family who makes an inquiry about the school, sent to each family who moves into the Delhi community as part of a Welcome Packet, sent to the community newspaper, and is placed on the St. Dominic website.

Part IV—Indicators of Academic Success #4 Sharing Success

St. Dominic School has shared and will continue to share its success in the following manners:

- Frequent responses to requests from other schools to share information and printed materials.
- Local universities seek out St. Dominic teachers for the placement of student teachers and student observers (approximately 6-8 per year).
- Teachers volunteer to serve on the Archdiocesan Curriculum Review Teams each year (2-3 per year).
- Five teachers write Best Practices articles for the National Catholic Educational Association (NCEA) each year.
- Three teachers and the principal presented at the Ohio Catholic Education Convention in October, 2007.
- One teacher served an 18 month membership on the test study committee of the National Association of Educational Progress (NAEP) at the request of the NCEA. Every six weeks she traveled to Washington, D.C. to work with 30 other educators.
- The parish pastor, one teacher, and the school principal served a three year term on the St. Lawrence Deanery Future Schools Committee along with 15 other pastors and educators. The mission was to study how to strengthen Catholic elementary education in this deanery, of which St. Dominic is one of 18 Catholic elementary schools.
- The principal is a member of the NCEA Department of Elementary Schools Executive Committee (DESEC) and presents annually at the NCEA national convention.
- Nine teachers serve on the Archdiocesan Writing Sample Scoring Teams.
- Several Math teachers present regularly at the Greater Cincinnati Council of Teachers of Mathematics.
- The music teacher serves on the Cincinnati Symphony Education Committee and the Greater Cincinnati Arts Consortium.

Part V—Curriculum and Instruction

#1 Curriculum

The curriculum of St. Dominic School meets and exceeds the requirements of the Graded Courses of Study for the Archdiocese of Cincinnati. In addition, a major project of the school staff has been the development of a curriculum resource guide which blends the State of Ohio Standards with the Archdiocesan Standards providing grade level milestones, benchmarks, and resources. All students in grades K-8 receive daily cross-curricular instruction in Religion, Reading, Language Arts, Math, Science, and Social Studies, as well as weekly instruction in Art, Music, Computer, and Physical Education.

Language Arts is divided into Reading and Language. The **Reading** curriculum encourages students to be successful according to individual needs through differentiated approaches. The importance of reading and invoking a love for reading are two areas teachers work at continually. By taking advantage of community ties, several incentive programs which encourage reading have been put into place. The **Language** curriculum in grades 1-5 consists of the Shurley Method. All language teachers have been trained on how to use this student-centered program. Since there is no textbook, student involvement is key. Twenty-five percent of the students in grades 6-8 choose the Technology Enhanced English. They continue work on grammar basics in preparation for entering a foreign language in high school. Students also learn a variety of software and internet-based programs which help them to become proficient communicators in this technologically based world.

Foreign Language Seventy-five percent of the students in grades 6-8 choose to study Spanish or Latin in conjunction with their Language Arts curriculum. Each day they blend the English grammar/vocabulary with the Spanish or Latin counterpart. High school Spanish I or Latin I will be completed in the three year program.

The **Math** curriculum uses manipulatives, as well as drill, to enable all students to learn and retain material. Class meetings in grades K-3 allow for group participation. Students in grades 4-8 participate in a monthly national math competition for six months. Grouping of students in junior high allows the students to proceed at their own rate. 15% or more of students in grades 5-8 participate in the Accelerated Math Program, allowing them to test out of Algebra I for high school.

Religion Children of all faiths are welcome at St. Dominic School. The core program is the Catholic/Christian tradition of faith, service, values, and prayer. All students participate in a regular systematic religious education program supplemented with formation and community service activities. Students also participate in a life enhancing character education program carried throughout the curriculum areas. Catholic students preparing for sacraments participate in additional formation and service activities.

St. Dominic students experience the **Science** curriculum enhanced by hands-on activities and interactive explorations. Students have the most up-to-date science equipment and technology. A new science lab is currently being developed to increase discovery learning. Students are exposed to programs offered by area museums, universities, and the world renowned Cincinnati Zoo. Each year, the older students share what they have learned by planning, teaching, and engaging younger students in science activities during Science Day.

Social Studies fosters an awareness of civic responsibilities, economic life skills, appreciation of geographic and cultural differences, and increases the knowledge of the effects of historical events on a modern global society. Student involvement includes a variety of events such as hosting a United States Naturalization Ceremony, Veteran's Day Mass and Breakfast, guest speakers, monthly neighborhood cleanup, collection of supplies for St. Dominic School in New Orleans and Zimbabwe, the Kids Voting Program, and the Stock Market Game. In 1999, St. Dominic School piloted a school-wide economics program in Junior Achievement and continues to participate in this program. Cultural differences and acceptance are emphasized through experiences such as the Renaissance Festival, Heritage Scrapbooks, Australia and Hawaii Days, historical study of the local community, Johnny Appleseed Day, and pen pals all over the world.

Visual and Performing Arts Please see Part V, #3 Additional Curriculum Area.

The reading program integrates reading, writing, visualization, and media literacy skills. Students progress through the curriculum by using a basal reader, but are encouraged to proceed at their own pace through differentiated approaches. This commonly occurs through the use of novels, leveled vocabulary books, and leveled book reports. Students learn new concepts as a class, and then, through differentiation, receive remedial reinforcement on the topic or are encouraged to explore other facets of the topic according to their ability levels. Fieldtrips are also used to reinforce concepts learned through literature and novels. This allows for the development of the whole child, academically in the classroom and culturally through the arts in all forms (paintings, plays, guest speakers, etc.). Students are encouraged to take an active role in their education through group discussions, drama performances, both in the classroom and for the entire school, as well as participating in extra curricular activities such as the local Speech Contest, writing contests, National Spelling Bee, Renaissance Festival, Talent Show, and the All School Show. In addition to the classroom instruction, the Reading program is supported by a Title I Reading teacher, a Speech/Language therapist, an L.D. tutor, and four Reading specialists who assist the classroom teachers.

The importance of early literacy skills is evident in the St. Dominic Reading curriculum. Grades kindergarten through third use the Recipe for Reading program which ensures the mastery of basic reading skills so that students become not only competent but also confident readers. First through third grades use a Peer Assisted Learning System in the classrooms to increase reading opportunities. One peer acts as a coach to help another student increase reading fluency and comprehension skills. Reading buddies were established last year with the third graders reading to kindergarteners once a week. This was a win-win situation as the third graders increased their reading fluency and the kindergarteners increased their vocabulary and listening comprehension skills. All grades participate in the school wide Accelerated Reading Program which reinforces comprehension skills.

Picasso said that every child is an artist, and that is the belief of St. Dominic School. The Arts are integrated throughout the curriculum.

Fine Arts St. Dominic provides a well-rounded Fine Arts curriculum to all students through weekly classes with full-time Art, Music, and Physical Education specialists. The Arts Connection program promotes multiple intelligence integration with an emphasis on cross-curricular activities. Arts Day integrates lessons designed and taught by seventh and eighth grade students and visiting artists which incorporate art, music, and movement through differentiated instruction.

The **Art** program exposes students to a variety of media and cultural diversity while encouraging self-expression. Students are taught the basic principals, with an emphasis on art appreciation. The Spring Art Show highlights student projects, including portraits, paintings, pastels, print making, and 3-D design. Student entries and winning designs from annual competitions are recognized throughout the year.

The **Music** program enhances the students' education through activities which stimulate academic, social, and spiritual development. Students participate in various community outreach projects by performing at nursing homes, charitable events, festivals, inter-school competitions, and local businesses, in addition to cantor training for parish functions. Musical productions created by students and teachers include a Christmas performance, a Talent Show, and an all-school spring musical.

The emphasis of **Physical Education**, utilizing music, dance, and movement, focuses on activities that facilitate student confidence and enhance developmental skills, team building skills, fitness, and individual/team sports. Every student is involved in the program which centers around three learning domains: psychomotor, cognitive, and affective. Special events such as Olympic Day, Field Day, Walk-A-Thon, and Jump Rope for Heart encourage family, as well as community, involvement. The goal is to assist each student in achieving optimum personal physical development, as well as how to contribute to society through positive means.

The staff of St. Dominic School fully realizes that every student learns through multiple modalities and through a variety of teaching strategies.

All staff members diversify their instruction to meet the needs of students. One sees a great deal of hands-on learning taking place in all classrooms. Interactive instruction takes place as the teacher presents and models the lesson, which is followed by the students presenting all or parts of the lesson back to the teacher and class. One also sees the frequent use of small groups of students working with the teacher, or student partners working together to read, solve math problems, or work on a project.

The staff has had extensive in-service regarding differentiated instruction, and regularly receive printed best practices materials regarding differentiated instruction. They utilize this information, not only in their daily work, but also when making accommodations which have developed from Intervention Assistance Team meetings or formal multi-factored evaluations.

The teachers use a plethora of material, supplies, manipulatives, videos, DVDs, computers, laptops, LCD projectors, Smartboards, resource computer lab, fieldtrips, and a well stocked fully automated library to enhance the learning environment.

Throughout the school, teachers regularly integrate their subject material with other academic subjects, as well as art, music, physical education, and technology. Quite frequently, teachers of a given grade level combine classes to team teach or work on a common lesson. During the course of the year, the school has an Arts Day and a Science Day when the students in the upper grades create, prepare, and present art and science lessons to the students in the lower grades.

The school's Enrichment Specialist works with groups of students to apply what they are learning by means of very challenging activities and projects. This same person assists the classroom teachers to design challenging lessons and to meet the needs of the very capable students.

One of the goals of the St. Dominic staff is to model to the students that everyone is a life-long learner. The staff constantly attempts to learn new and/or better ways to teach. This is accomplished by:

- Each certified person develops and fulfills an annual Individual Professional Development Plan (IPDP). These IPDPs are directly related to the state licensure renewal process every five years. Every staff member holds the proper state certification and gives evidence of how they completed their annual professional growth plan.
- One hundred percent of the teaching staff serve on a curriculum or school improvement committee each year. These committees conduct research needed before making major improvements within the school. Parents are also members of the committees.
- Numerous opportunities are offered to the staff to gain continuing education units (CEUs) through committee work, professional reading groups, professional tape groups, seminars, conferences, peer evaluations, mentoring new teachers, writing articles for professional journals, and service on diocesan curricular review committees.
- Over the past several years, full day professional development programs have been presented on differentiated instruction, writing across the curriculum, ADD/ADHD, character education, technology enhancements, and personal spiritual development.
- Funds are earmarked in the school budget for professional development and each teacher can use up to \$300.00 per year of federal Title IIA funds for seminars.
- All staff attend the bi-annual Ohio Catholic Education Association convention. This past October, 2007, four staff members were also presenters.
- Mini professional development sessions are presented by the Catholic Identity, Technology, and Academic Issues Committees at every third monthly staff meeting.
- The staff evaluation program is designed to permit staff members to select self development forms of evaluation as opposed to the traditional evaluation by the school principal.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): National Catholic Educational Association; Ohio Catholic Education Association; Ohio Catholic School Accrediting Association (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$ 1,200</u> ½ day					
<u>\$ 2,400</u>	<u>\$ 2,400</u>	<u>\$ 2,400</u>	<u>\$ 2,400</u>	<u>\$ 2,400</u>	<u>\$ 2,400</u>
K full day	1 st	2 nd	3 rd	4 th	5 th
<u>\$ 2,400</u>	<u>\$ 2,400</u>	<u>\$ 2,400</u>	<u>\$ N/A</u>	<u>\$ N/A</u>	<u>\$ N/A</u>
6 th	7 th	8 th	9 th	10 th	11 th
<u>\$ N/A</u>	<u>\$ N/A</u>				
12 th	Other				

4. What is the educational cost per student? \$4,432.00
(School budget divided by enrollment)

5. What is the average financial aid per student? \$1,149.00

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 48 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100 %

Part VII—Assessment Results

**ASSESSMENT RESULTS
SAINT DOMINIC SCHOOL**

Name of Test: Terra Nova
 Form, Year: Form C, 2nd Edition, 2001
 Publisher: CTB McGraw-Hill Publishing

Scores are reported as percentiles.

*Scores from testing in October, 2007, are not available until January, 2008.

	2006*	2005	2004	2003	2002
Testing month	October	October	October	October	October
Grade 8					
Reading	81	76	76	75	78
Mathematics	87	84	82	83	81
Number of students tested	82	65	74	83	79
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%
SUBGROUP SCORES					
Subgroup Name: Low Income					
Reading	83	--	--	Not required	
Mathematics	79	--	--	Not required	
Number of students tested	14	<10%	<10%		
Grade 6					
Reading	70	69	76	62	68
Mathematics	85	86	83	75	68
Number of students tested	74	54	88	69	79
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%
SUBGROUP SCORES					
Subgroup Name: Low Income					
Reading	62	--	68	Not required	
Mathematics	83	--	79	Not required	
Number of students tested	12	<10%	13		

Grades 4 and 2 are on the next page.

Part VII—Assessment Results

**ASSESSMENT RESULTS
SAINT DOMINIC SCHOOL**

Name of Test: Terra Nova
 Form, Year: Form C, 2nd Edition, 2001
 Publisher: CTB McGraw-Hill Publishing

Scores are reported as percentiles.

*Scores from testing in October, 2007, are not available until January, 2008.

	2006*	2005	2004	2003	2002
Testing month	October	October	October	October	October
Grade 4					
Reading	80	76	74	68	77
Mathematics	81	74	80	76	76
Number of students tested	69	60	73	56	94
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%
SUBGROUP SCORES					
Subgroup Name: Low income					
Reading	73	82	--	Not required	
Mathematics	76	73	--	Not required	
Number of students tested	14	12	<10%		
Grade 2					
Reading	69	69	73	60	68
Mathematics	69	75	79	74	74
Number of students tested	57	66	70	58	75
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%
SUBGROUP SCORES					
Subgroup Name: Low Income					
Reading	40	58	--	Not required	
Mathematics	66	66	--	Not required	
Number of students tested	16	15	<10%		