

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 Mrs. Kim Roy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Cardinal Pacelli School
(As it should appear in the official records)

School Mailing Address 927 Ellison Avenue
(If address is P.O. Box, also include street address.)

Cincinnati Ohio 45226-1287
City State Zip Code+4 (9 digits total)
County Hamilton State School Code Number* 05270

Telephone (513) 321-1048 Fax (513) 533-6113

Web site/URL cardinalpacelli.org E-mail roy_k@cardinalpacelli.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* Brother Joseph Kamis
(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 N/A
(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.

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

**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:

_____ 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. 6 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					7	26	26	52
K	17	22	39		8	20	20	40
1	20	11	31		9			
2	25	21	46		10			
3	21	25	46		11			
4	24	21	45		12			
5	24	19	43		Other			
6	19	17	36					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								378

6. Racial/ethnic composition of the school:
- | |
|---|
| <u> 0 </u> % American Indian or Alaska Native |
| <u> 0.3 </u> % Asian or Pacific Islander |
| <u> 2 </u> % Black or African American |
| <u> 0 </u> % Hispanic or Latino |
| <u> 98 </u> % 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	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	374
(5)	Total transferred students in row (3) divided by total students in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1

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

Number of languages represented: 1
Specify languages: English

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 24

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: 3 %
 11 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.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 5 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 5 </u> Speech or Language Impairment
<u> 1 </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> 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>	<u> 0 </u>
Classroom teachers	<u> 18 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 5 </u>	<u> 4 </u>
Paraprofessionals	<u> 2 </u>	<u> 0 </u>
Support staff	<u> 6 </u>	<u> 4 </u>
Total number	<u> 32 </u>	<u> 8 </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 21:1

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	99%	99%	99%	99%	99%
Teacher turnover rate	12%	4%	16%	0%	0%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Eighty years ago, Our Lord Christ The King Church built a four-room school building to meet the educational needs of the growing community of Mt. Lookout in Cincinnati, Ohio. Cardinal Eugenio Pacelli came from Vatican City to bless the cornerstone of the new school thus named Cardinal Pacelli School. This celebrated event galvanized the community to support a school dedicated to a well-rounded student, steeped in faith, academics and community service. Cardinal Pacelli's mission states the school "is dedicated to creating a caring and nurturing environment, enabling it to provide the highest quality education for its students while cultivating the Catholic faith and upholding Christian values. The staff is committed to encouraging the spiritual, academic and emotional well being of each student. Cardinal Pacelli School, with the support of parents, fosters the growth of each individual by helping them become valuable members of the church and community."

Cardinal Pacelli recognizes every student is a child with specialized needs. Instruction is adapted to accommodate each individual's learning style. Both half and full day kindergarten are provided. Aftercare has been offered for over fifteen years. COSI, the Center of Science and Industry visits annually to creatively teach science concepts to grades K through 6th. Cardinal Pacelli offers math and language arts enrichment, as well as after school science electives to enhance the curriculum. Spanish is taught to all students, kindergarten – 8th grade. Additionally, an exchange program is offered highlighting different countries. Many students have the opportunity to test into Advance Placement courses, or out of Algebra I and/or Spanish I in high school. The class of 2006 was offered approximately \$4,522 per student in scholarships to various high schools with stringent academic admission criteria. Academic excellence is valued and individually pursued.

The Cardinal Pacelli School atmosphere is one of service, respect, love and trust. With appropriate structure and limits, students experience freedom of choice within clearly defined boundaries. The school goes beyond every day academic teaching and offers programs such as "What's Right", "Everybody Counts" and bullying prevention to help students deal with common age appropriate peer pressures and compassionately interact with people who have handicaps or special needs. The students also gain knowledge of others by serving the community both globally and locally. Cardinal Pacelli has a relationship with St. Anthony's parish in Ghana, Africa. The students collect school supplies, sports equipment and uniforms to assist this community. Locally, the children participate in canned food drives, collect hats, gloves and coats for the needy and earn donations for disaster relief efforts. In addition, 7th and 8th grade students are required to complete twelve hours of community service. The staff of Cardinal Pacelli believes hands-on learning is as important as academics to foster a well-rounded student.

The arts and sports programs supplement the academic environment by offering an outlet for various forms of learning and fostering the development of the complete student. Along with experiencing weekly music and art in the classroom, the curriculum is enhanced by special programs such as Mad Cap Puppets, visits from resident artists, musicals, a band program for 4th-8th and chorus for 2nd – 8th. Additionally, all grades perform musicals throughout the year. Various field trips are taken to explore the local museums and attend cultural events within the community. Seven sports are offered and membership in ski and lacrosse clubs is available. These programs unlock yet another avenue of learning to contribute to a well-rounded education.

Cardinal Pacelli's facilities fully support this mission. The primary school building is in the final stages of renovation. When complete in 2008, it will have the latest in cutting edge technology; be completely handicapped accessible, boast a new library, nurse's room, science lab, two kindergarten rooms and computer lab. This will complement our existing tablet PC's with ceiling mounted projectors, computers in every classroom, full size gymnasium, dedicated art room, modern HVAC system and ample outdoor playground facilities.

All members of the school community remain faithful to the basic values of Catholic education. By living the gospel, a loving, disciplined environment is created which views each child as a unique and valued individual; we fulfill our mission as a Catholic elementary school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Archdiocese of Cincinnati requires all students in grades 2, 4, 6 and 8 to take the TerraNova achievement test. These standardized tests relate the results of Cardinal Pacelli students with the performance of all students nationally and are administered by Cardinal Pacelli School every October. Percentiles of Cardinal Pacelli students are compared with the Student Percentile Equivalent for the 90th School Percentile chart prepared by CTB McGraw Hill. Cardinal Pacelli students have consistently scored in the top 10% in the nation in both Reading and Mathematics for the past five years. There are no subgroups of students ten or higher.

In addition to the TerraNova tests, InView tests are also given to students in grades 2, 4, 6 and 8. InView is a cognitive ability test in which the results predict an anticipated score for the Terra Nova tests. Cardinal Pacelli students have consistently performed higher than their anticipated scores in both Reading and Mathematics for the past five years.

READING:

Cardinal Pacelli students' median national obtained score in reading was above the InView anticipated score in each grade tested. The scores in grade 2 were seven points higher and scores in grade 4 were fifteen points higher. In grade 6, scores were five points higher and in grade 8, scores were six points higher than anticipated.

Cardinal Pacelli uses the Accelerated Reading program which advances reading comprehension, critical thinking and promotes fluency. Students work at their own pace reading books and stories and answering comprehension questions. They are quizzed on their knowledge and scored by computer. Once the quiz is passed the student can choose another book or story to read. Novel studies and basal texts are used as well. Teachers make use of a Daily Oral Language program (DOL), which reinforces language skills through a daily review of essential grammatical skills. In the DOL program, students correct sentences for punctuation, capitalization and usage. A variety of writing activities are used weekly in all grade levels, such as daily journaling. The writing process is taught through several essays written each month, as well as a variety of book reports. TerraNova test results illustrate the strength of the Cardinal Pacelli Reading and Language Arts program.

Students at Cardinal Pacelli obtained significantly higher scores in mathematics than the InView anticipated. In grade 2 scores were eleven points higher and in grade 4 fourteen points higher. In grade 6, scores were thirteen points higher and in grade 8, two points higher than anticipated.

MATHEMATICS:

Cardinal Pacelli School teachers use a variety of techniques to enhance the Archdiocese mandated math curriculum. The Accelerated Math program is one such tool. Students work at their own pace with teacher guidance for in depth exploration of appropriate mathematical concepts. After a set number of objectives are completed, students take a mastery test covering those objectives. This program encourages students to challenge themselves in areas of math they have not yet mastered. Additionally, the Simple Solutions program is used on a daily basis. Students complete a set of problems each day in their Simple Solutions workbook. This program reviews previously mastered concepts to reinforce what students have already learned. These programs increase students' interest and understanding of math concepts and are proven effective by the TerraNova scores.

Cardinal Pacelli teachers receive an extensive analysis from TerraNova regarding the overall class and school results. The faculty is given reports on each student's abilities and progress in subject areas. Analysis of class results allows teachers to evaluate their curriculum and individual student progress. Cardinal Pacelli scores show that teachers are encouraging students to perform to their potential by offering academic programs that meet and challenge their academic needs.

2. Using Assessment Results:

Students at Cardinal Pacelli School in grades 2, 4, 6 and 8 are required by the Archdiocese of Cincinnati to take the TerraNova and InView tests. Scores are studied in detail by teachers and administrators. These results are then used as a guide in planning and implementing school goals, assessing teaching materials, styles and methods. Ongoing comparisons have not indicated substantial differences between the expected and achieved scores and therefore validate the curriculum. Test results are continually monitored to look for areas of concern.

The purpose of the TerraNova test is to show the actual achievement of individual students and grade levels. The InView test shows student and grade level ability. Results of the two tests are compared and if achievement falls significantly below expectation some change in the academic strategy employed for that student may be necessary.

Changes come in the form of different teaching styles, new or additional materials and/or additional professional development opportunities. A teacher may make use of more manipulative materials to help students needing more of a hands-on approach. The addition of the Accelerated Math and Accelerated Reader programs aids students who need extra challenges. Teachers are encouraged to attend workshops and seminars to broaden their prospective and learn ideas that help them expand their teaching methods. Teachers are better able to meet the varied needs of students by making these adjustments.

The Cardinal Pacelli faculty strives to challenge students to the best of their abilities. Teachers and administrators use these assessment results to provide an enjoyable and successful learning environment.

3. Communicating Assessment Results:

Cardinal Pacelli focuses on the development of the child through open communication among faculty, students and parents. This is an integral part of the school's philosophy. Students are responsible for their own daily assignments and to facilitate this Cardinal Pacelli uses a PowerSchool computer program, which allows the teachers to communicate any assignments and classroom announcements. These communications can be referenced at home by students and/or parents on the school website. There is weekly correspondence to the home, weekly and monthly correspondence with the parish and frequent reports to the community at large.

The weekly newsletter is sent home on paper and via e-mail. The school reports the day-to-day activities and important information such as grade-level results of the TerraNova and InView results. These test results are also sent home to parents and students with an explanation of the test methods and scores. Personal conferences are available for further discussion or clarification.

Cardinal Pacelli is a parochial school; as such the achievements and recognitions of its students are published regularly in the parish newsletter. Monthly reports are delivered to the Parish Council and Education Commission where input is solicited in an effort to strive for improved communication.

The information is disseminated to the general public in a variety of ways. Assessment results are provided to prospective parents. The school sends many articles to the Archdiocese, community and local newspapers on a regular basis. This correspondence highlights the many activities and successes of its students, both academic and extra-curricular. Recently, articles have been published in the Catholic Telegraph, Eastern Hills Journal, Forest Hills Journal, Hyde Park Living and Cincinnati Enquirer. Cardinal Pacelli finds that communicating this information serves to strengthen school spirit and reputation in the community.

4. Sharing Success:

Cardinal Pacelli School shares its talents, resources and successes in a variety of ways with other schools and the community at large. Students at Cardinal Pacelli participate in a multitude of community service activities. They are active with a variety of organizations through both parish and school initiatives including InterFaith Hospitality Network, Mercy Franciscan Food and Clothing Drives, Walnut Hills Soup Kitchen, St. Vincent de Paul and AMOS, an ecumenical initiative that uses education, training and action to see that justice is done.

On an academic level, Cardinal Pacelli is an archdiocesan school and a member of E-CASE, Easter Catholic Alliance of Schools for Excellence. The teachers are also members of the NCEA, National Catholic Educators Association. Through these avenues, as well as conferences, individual workshops and seminars, the principal and teachers give and receive valuable information on new ideas and trends in teaching that can be brought back to enhance the classroom experience. Additionally, the school recognizes that in order to use technology for authentic learning, the teachers need continuing education. Cardinal Pacelli makes a substantial commitment to ongoing education of teacher's development. The technology coordinator is a member of the Archdiocesan Technology Coordinators and the Hamilton/Clermont Counties Co-Op for Technology and attends meetings. Cardinal Pacelli School was selected as NetDay Speakup 100 School by Project Tomorrow. NetDay Speakup is a national research project that collects and reports feedback on educational issues to raise national awareness regarding importance of educational dialog.

Cardinal Pacelli shares resources with the community in a number of ways. Athletically, Cardinal Pacelli works cooperatively with area schools to form inter-school sports teams to provide the students with more occasions for participation. Artistically, Cardinal Pacelli has a band program, which collaborates with three other schools for seasonal concerts. The Fine Arts Committee sponsors at least two arts events annually, which are open to area schools and the general public. Previous examples include: a Madcap Puppet artist-in-residence, a mosaic artist-in-residence, a school musical, an art fair, a talent show, as well as, traveling to local performances of the opera, the ballet and the theater. Last spring, the junior high students performed the musical "Bebop With Aesop" with a special showing for area pre-school and elementary school students.

On a global scale, Cardinal Pacelli participates in an exchange program with the ISSE, International School-to-School Experience, including annual international two-way student exchanges. The students participate with the parish in a twinning program involving St. Anthony Parish in Ghana, West Africa. This program allows students to communicate and exchange cultures with people in West Africa. In addition, the school has hosted visitors from Ghana and was able to send them home with a variety of valuable resources. In these ways, the students of Cardinal Pacelli have learned the value of sharing their talents, successes and resources on a global scale and the school has benefited from the experiences.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Cardinal Pacelli School offers a strong curriculum of basic skills directed by the Archdiocese of Cincinnati's Graded Course of Study. The courses are designed to consistently challenge students and prepare them for future academic success. All students are instructed in Language Arts, Mathematics, Spanish, Technology, Social Studies, Science and Health, Religion, Art, Music and Physical Education.

Language Arts: A combination of reading, writing and grammar comprise the basis for the language arts program. The writing process is learned early and applied throughout the students' years at Cardinal Pacelli. Grammar and composition skills are taught and reinforced through the reading program. Classes incorporate oral reading for fluency and comprehension. Power of the Pen, oral presentation and spelling bees are a few special elements of the language arts program.

Mathematics: The program establishes a strong mathematical base of rote facts and methods, as well as a focus on problem solving and critical thinking. Manipulatives and computer software programs are incorporated into the curriculum. Students in grades 4-6 participate in the Math Renaissance Program and advanced students participate in the Math Enrichment Program where they are able to work and advance at their own pace. 8th grade students study and benefit from the inclusion of an Algebra 1 curriculum.

Spanish: Students K-8 learn Spanish. In addition to building vocabulary and developing conversational skills, students learn about the culture of Spain and Latin America through literature and current events. K-4 students attend Spanish class one day a week, 5th and 6th grades attend two days per week and 7th and 8th attend three days per week. By the end of 8th grade, our students complete Spanish I. This curriculum exceeds the requirements of the NCLB-BRS program.

Technology: The moment students step into a classroom as kindergartners they are surrounded in an environment of technically-supported learning. Programs such as Accelerated Reader and Accelerated Math enhance student learning by incorporating technology for a personalized curriculum. Cross-curricular activities related to weather and science are utilized using the WeatherBug, the on campus weather station. Document cameras, projectors, digital microscopes and laptops are integrated into each child's learning experience as well, as keyboarding, word processing, spread sheet creation, interactive Spanish programs, PowerPoint and more. Every opportunity is taken to use technology in all classrooms and subjects.

Social Studies: The primary grades are introduced to historical events and personalities related to various holidays, geography, domestic and global cultures and government. 4th and 5th grades build on this base with U.S and international historical perspectives. The curriculum for 6th grade focuses on the growth of civilization through World History and geography. 7th graders study American History and 8th graders focus on the study of democracy and market economies by studying the Constitution, election process, the modern legal system and economics.

Science and Health: Multiple teaching styles are employed, including demonstrations and hands-on activities, including visits from the COSI learning labs. The new state of the art Science lab will be open to all students in the spring of 2008. The lab is an integral part of scientific learning in the upper grades. In the lower grades "Science Parents" share interesting science experiments on a weekly basis. Basic health concepts and physical well-being are taught and reinforced in each grade.

Religion: Christian values and service to others are stressed throughout the entire curriculum. The importance of the Catholic faith, value and traditions are communicated in daily religion classes. It is enhanced by valuable programs such as Everybody Counts, What's Right, study of the Bible and bullying prevention courses.

Art: 1st-8th grades attend art class in one long period equivalent to two periods weekly. The art curriculum is enhanced by special programs such as Madcap Puppets and visits from resident artists.

Music: Students attend class twice a week. Band is offered in grades 4th-8th and chorus is available in 2nd-8th grades. The curriculum is enhanced by several musical performances each year, including a Grandparents Day program, a Christmas program and a bi-annual spring musical.

Physical Education: Physical education at Cardinal Pacelli emphasizes teamwork, participation, sportsmanship and overall well-body fitness. Students in all grades attend gym class twice a week.

2a. (Elementary School) Reading:

The reading program at Cardinal Pacelli School is comprised of many elements, all of which are designed to foster a love of reading and excellence in reading comprehension, application, analysis, synthesis and evaluation. Basic fundamentals are taught with the use of textbooks. Teachers use novels, chapter books, picture books and trade books to enrich the curriculum and challenge the students. All of the multiple intelligences are incorporated into curriculum planning to cultivate learning styles and thinking skills in each student. The Accelerated Reading Program supports reading comprehension advancement for each student. With this program, students read at their own level and continue to accelerate at their individualized pace.

Starting in Kindergarten with Macmillan/McGraw-Hill's, Beginning to Read, Write, and Listen, children are taught to identify and write letters, the sound each letter makes and how they are combined to make words. 1st graders are further educated on phonics fundamentals with the use of Pearson Education's, Inc., Phonics. Grades 1-3 utilize Houghton-Mifflin's, The Literature Experience, which reinforces vocabulary and challenges students reading comprehension skills.

In middle and junior high grades, vocabulary and reading comprehension are stressed. The appreciation of literature is fostered by reading short stories, plays, poetry, mythology and novels. Independent, oral and pleasure reading are vital components of the curriculum. Macmillan/McGraw-Hill, Language Arts Today, is used by the 4th-7th grades for grammar and writing techniques. 4th and 5th grade classrooms utilize Daily Oral Language, by Great Source Publishing, which provides proofreading practice and focuses on punctuation, usage and writing skills. Prentice Hall, Literature, is a resource used by the 6th and 7th grade students that provides instruction on reading, language and writing skills. A vocabulary and spelling program called Vocabu-Lit, published by Perfection Learning, uses classic works of literature to help 7th and 8th grade students learn. Junior high students participate in Ohio's award-winning program, "Power of the Pen", devoted to excellence in creative writing. This allows 7th and 8th grade students the benefit of in-class instructional aides and enables a team of writers to participate in interscholastic competitions.

Cardinal Pacelli's TerraNova Reading scores are a clear indication that the reading program is exemplary.

3. Additional Curriculum Area:

Fine Arts is a major area of focus at Cardinal Pacelli School. Through the visual arts and music programs, students are encouraged to explore new ways to increase their personal levels of creativity and excel as artistic individuals.

The music curriculum urges students to be creators of their own music by means of the philosophies and ideas of Carl Orff. This approach uses creative movement, dramatic performances, singing and playing Orff percussive instruments. The incorporation of Orff's approach to music builds students' sense of confidence and enables them to define themselves as musicians. Grades K-4 perform annually for a special Grandparents' Day production with singing and dancing. Grades K-3 contribute to a Christmas program focused on singing, and grades 6-8 are invited to audition bi-annually for an extracurricular school musical. In 4th-8th grades, students are presented with the opportunity to join the band program and 2007 marked the first year for 2nd-8th grades to sing in the school choir, with an initial enrollment of over 40 singers.

In art, students are encouraged to explore their own creativity, craftsmanship and composition. Through various projects, students learn how the history of art and great artists tie into daily activities, while learning how to express themselves positively as artists and as proactive individuals. Through artist-in-residence programs, all students at Cardinal Pacelli learn how to tie individual levels of creativity into larger-themed projects, such as set design and costuming for school musicals. Student's works are displayed throughout the school and collaborated into school and community-wide art shows.

The fine arts program at Cardinal Pacelli School teaches students how to be expressive individuals, while creating a firm foundation for knowledge in the arts to contribute to their roles as future community leaders.

4. Instructional Methods:

Cardinal Pacelli offers students a wide range of instructional methods for optimum comprehension because students have different modes of learning. Teachers strive to diversify instruction in all classes. The school is committed to the use of technology, the writing process and fine arts to encourage learning and increase students' skills. Gardner's multiple intelligences are taken into account when teachers design homework assignments, class projects and assessment measures across the curriculum.

In addition to teacher directed discussions and presentations, students participate in cooperative groups, PowerPoint presentations, hands-on manipulatives, Socratic method discussions, creative thinking projects, science lab experiments, and the Weather Bug technology system installed into each classroom's computers. These opportunities allow the student body to be productive thinkers, decision makers, communicators and planners.

The technology lab is state of the art and will be even more outstanding when the new academic wing is available in the spring of 2008. Smart boards will be available then as well. The building enjoys wireless access, which uses web access to enhance the curriculum. A full time technology coordinator and a multi-function projector system in each classroom results in positive academic achievement with real world application.

Students are afforded the opportunity to excel in enrichment programs, such as the visiting artists' program, participating in school musicals, band, Power of the Pen competitions, selective electives and computer projects across the curriculum. Students participate in the O Ambassadors Program, a joint project of Oprah's Angel Network and Free The Children. This program helps raise awareness of its Millennium Development goals: poverty, education, health and sustainable development. Individual remediation is available through the professional staff of Cincinnati Public Schools and volunteers.

5. Professional Development:

The responsibility to grow as professionals is taken seriously by the entire faculty at Cardinal Pacelli School. Each year Cardinal Pacelli teachers create Individual Professional Development Plans. The plans include individual goals that fall in line with the school's Continuous Improvement Plan. These goals and plans are reviewed quarterly and yearly by the Local Professional Development Committee. The LPDC is the committee that renews state teaching licenses and keeps track of the schools Continuous Education Units. Currently there are 11 out of 18 teachers with Master's degrees and 3 are working toward completion of their Master's degree.

Currently the principal and two teachers participate in the Initiative for Catholic Schools at Xavier University. This program focuses on leadership and professional development in math and science. It is funded by a \$2 million gift from the Clement and Ann Buenger Foundation. There are 100 teachers and 20 administrators in Greater Cincinnati completing this program. This includes lectures from Xavier University faculty as well as, nationally known leaders in education.

Teachers collaborate through vertical team meetings to facilitate communication and coordinate curriculum areas among all grade levels. These meetings provide an opportunity for teachers to discuss school and student topics. Teachers also have opportunities to listen to speakers who will then discuss goals or interests the staff may have. The school technologist offers after school classes weekly on how to better utilize technology in the classroom and improve staff skills.

Throughout the year, teachers attend numerous conferences and workshops directed to their specific areas of teaching. The workshops facilitate the on-going enhancement of interest and insight in new subject matter and methods for teachers and students. In addition, the faculty has the opportunity to develop their Catholic faith through the "Why Catholic?" program. This program enables the faculty to come together on a personal level and focus on the development of their faith.

Cardinal Pacelli is currently in the second phase of the accreditation process with the state of Ohio. This has allowed the faculty to evaluate school goals, accomplishments and the areas within the school that may need additional attention.

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): NCEA, OCSAA
(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>3,660</u> K	\$ <u>2,625</u> 1 st	\$ <u>2,625</u> 2 nd	\$ <u>2,625</u> 3 rd	\$ <u>2,625</u> 4 th	\$ <u>2,625</u> 5 th
\$ <u>2,625</u> 6 th	\$ <u>2,625</u> 7 th	\$ <u>2,625</u> 8 th	\$ <u> </u> 9 th	\$ <u> </u> 10 th	\$ <u> </u> 11 th
\$ <u> </u> 12 th	\$ <u> </u> Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$ 4,900
5. What is the average financial aid per student? \$ 1,589.60
6. What percentage of the annual budget is devoted to
scholarship assistance and/or tuition reduction? 45%
7. What percentage of the student body receives
scholarship assistance, including tuition reduction? 98%

ASSESSMENT RESULTS CARDINAL PACELLI SCHOOL

TerraNova
Form C, 2nd Edition, 2001
CTB McGraw-Hill Publishing

Scores are reported as percentiles.

	2006	2005	2004	2003	2002
Testing month	October	October	October	October	October
Grade 2					
Reading	78	75	77	79	79
Mathematics	74	81	79	78	70
Number of students tested	46	44	45	38	53
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	85	84	81	81	70
Mathematics	87	88	84	92	79
Number of students tested	42	37	55	43	48
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	78	73	63	80	80
Mathematics	85	84	80	88	85
Number of students tested	54	43	44	51	50
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 8					
Reading	83	85	87	85	81
Mathematics	81	90	87	84	85
Number of students tested	35	42	45	40	38
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