

## Welcome to The Summit

For more than a century, The Summit Country Day School has maintained a proud legacy of excellence in independent, Catholic education. We offer a superb [coeducational](#) learning experience to students from [Montessori preschool](#) through grade 12 from throughout the metropolitan Cincinnati area. A nationally recognized leader in [character education](#), The Summit offers a compelling combination of small classes, caring faculty, [academic rigor](#), and [strong spiritual values](#).

Our website provides a wealth of insight into our philosophy, programs, and [achievements](#), with resources that serve the information needs of our extended community, including prospective students and [parents](#), [donors](#), and [alumni](#). As a school with a concerted focus on technology, we're pleased to offer this multifaceted look into life at The Summit. We hope that our site will begin a dialogue with you, and we urge you to [contact us](#) if you'd like to receive more information about any aspect of our school.

The Summit is a place where values are affirmed, young minds are enriched, and dreams take flight. We look forward to welcoming you into our family.

## A Tradition of Excellence

1890 – The Sisters of Notre Dame de Namur open the Academy of Our Lady of Cincinnati for girls. The first class consists of 20 students in grades one through 12. The student/teacher ratio of 1:1 begins a tradition of individualized attention that continues to this day.

1927 – Our Lady of Cincinnati becomes The Summit Country Day School. The curriculum is expanded to include physical education and a variety of cultural programs.

1941 – The Summit School for Boys is established for students in grades one through eight. At the time, it is one of only three schools of its kind in the state of Ohio.

1963 – Two of the Sisters of Notre Dame reintroduce Montessori education for three- to five-year-old students. Over time, the school becomes a leader in Montessori education.

1970 – The Summit Primary School opens for students in grades one through three. Separate middle schools for boys and girls are established for students in grades four through eight.

1972 – Boys begin attending The Summit Upper School for the first time. The school's first coeducational class graduates in 1976.

1995 – After years of research and planning, The Summit's character education program is implemented. The program quickly becomes a key component of the school's educational philosophy.

1997 – The Summit builds a new middle school, renovates the main building, and completes a range of new athletic facilities.

2004 – Construction is completed on the new Lower School.

2005 – New stadium on Williams Field is completed.

2011 – First of its kind, synthetic turf baseball field at The Summit Athletic Complex is

dedicated in April.

2011 – New tennis courts at The Summit Athletic Complex are dedicated in August.

2015 – A new addition is built on the east wing of the main building, and major renovations are made to update and improve the science classrooms in the west wing, Helen Williams Reading Room and the Williams Library in the Upper School.

## **Summit: A Sisters of Notre Dame School**

The words "Notre Dame" carved in the stone arch above Summit's front doors capture the essence of what the school stands for.

<http://www.summitcds.org/about/history.cfm>

## **Welcome to Summit Our Mission**

Our mission is to develop children who are confident and creative learners. We provide a rigorous curriculum and a supportive school environment that promotes high achievement, encourages personal growth, and meets the unique needs of each child.

- View the full year calendar
- Pay student fees
- Download health forms
- View lunch menus
- Log into Canvas
- Register/transfer my student
- Add money to my student's lunch account

We provide a rigorous curriculum and a supportive school environment that promotes high achievement, encourages personal growth, and meets the unique needs of each child.

## **Educational Programs**

Core classroom programs produce successful learners and supplemental programs provide a breadth of experience for all children.

Student achievement is assessed to be above state and national averages, and District 126 graduates do very well at the high school and post-secondary levels.

The faculty and administration is putting the finishing touches on a comprehensive curriculum review that has shown immediate results and holds great promise for continuous improvement for the future.

Achievement, as assessed by the Illinois Standards Achievement Test, has improved in each of the three years of that particular measure, placing us among only 23% of the Illinois school districts that can make that claim.

Computers and other technologies are increasingly integrated into everyday instruction. Students will be ready to function in the digital workplace and society.

Because all children must succeed, support and enrichment programs provide whatever it takes. Instruction is differentiated to fit needs.

Co-curricular programs such as fine arts, health and safety education, and student advisement provide the essentials that make student life so memorable. A wide range of extra-curricular clubs and teams develop talents and provide leadership opportunities for all who care to participate.

Our schools are great places to teach and to learn and to develop.

## **School District Facilities**

Children attending District 126 schools enjoy the benefit of clean, attractive, and safe learning environments. There is a regular program of facility maintenance, repair, and upgrade. In the past decade, some of the projects have been a major renovation of our oldest school; building a state-of-the-art technology infrastructure and network; re-roofing; asbestos removal and re-flooring; lighting retrofits and other energy conservation measures; and tuck pointing and masonry restoration. All buildings meet or exceed all health and safety codes.

Strategic Planners undertook a close examination of learning space capacity and utilization in 2006. A key finding was that if the District was to continue to provide an up-to-date, high quality educational program, it would be necessary to provide additional classrooms. With utilization of existing facilities at close to 100%, there simply was no space to have programs like a full-day kindergarten, computer labs, fine arts rooms, preschool classes, special education classes in neighborhood schools and classes for students learning English.

And so, in May 2008, the Board of Education issued building bonds totaling \$8 million to finance the construction of additions at each of our four schools. A prior bond issue was paid off in 2007, meaning that the tax rate remained the same; there was no need to increase tax rates to repay the debt. Timing could not have been better; rates were at 40 year lows when the sale closed. Furthermore, with contractors desperately looking for work in a worsening economy, construction contracts were bid and awarded at extremely favorable terms.

Ground was broken at Stony Creek School, the most crowded school, in September 2008 with completion in August 2009. A 12 room wing at Stony Creek was renovated as well, replacing expensive, environmentally unfriendly electric heat with a natural gas system. Work began at

Hazelgreen, Lane and Prairie Junior High in May 2009 with February 2010 completion dates. In addition, an access road was constructed in the summer of 2008 connecting Kostner and Kolin avenues to improve traffic safety by bringing students away from the streets and onto the campus for parent and bus pick up and drop off. Another project is to build an elevator for the two-story wing at Prairie, providing handicapped access to the second floor.

