U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [X] Elementary [] Middle [] High [] K-12 [] Other
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mr. Harry L. Selner

Official School Name: Seton Catholic School

School Mailing Address:
6923 Stow Road
Hudson, OH 44236-3240

County: Summit State School Code Number*: N/A

Telephone: (330) 342-4200 Fax: (330) 342-4276

Web site/URL: www.setoncatholicschool.org E-mail: selnerh@setoncatholicschool.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Margaret Lyons,

District Name: Diocese of Cleveland Tel: (216) 696-6525

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Philip Wagner

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school‘s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of 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.

3. To meet final eligibility, the school must meet the state’s Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. 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.

8. 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.

9. 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.

10. 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)

Does not apply to private schools

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
[X] 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.

10 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			0	**7**	13	20	33
K	33	24	57	**8**	15	12	27
1	33	24	57	**9**			0
2	22	27	49	**10**			0
3	27	18	45	**11**			0
4	23	22	45	**12**			0
5	15	30	45	**Other**			0
6	22	13	35				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					393

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
2 %	Asian
1 %	Black or African American
1 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
94 %	White
2 %	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	7
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	1
(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.	341
(5)	Total transferred students in row (3) divided by total students in row (4).	0.023
(6)	Amount in row (5) multiplied by 100.	2.346

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 3

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 free and reduced-price school meals 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: 1 %

Total Number of Students Served: 4

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

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	4	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	1
Classroom teachers	16	2
Special resource teachers/specialists	7	6
Paraprofessionals	4	1
Support staff	6	2
Total number	35	12

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **23 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	98%	97%	98%	98%
Daily teacher attendance	97%	98%	98%	99%	98%
Teacher turnover rate	9%	10%	6%	5%	5%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Seton Catholic School of Hudson is a private, independent, regional Catholic school founded in 1996. Established as a non-profit corporation governed by a Board of Directors, the school does not receive ongoing financial support from the Diocese, a parish, or religious group. Opening day in 1997, 83 students in kindergarten through grade six, and ten teachers, entered a facility consisting of seven classrooms. From meager beginnings of donated books and furniture, work parties to clean and paint, and generosity that appeared in many forms, Seton met each new challenge. Today, the campus comprises a 46,854 square foot building with 20 classrooms, 45 faculty/staff, 393 students (K-8); science lab with wireless laptops, SMART Boards, and cordless microscopes; automated library; computer lab; engaging classrooms with Activboards; award-winning student body; and an exceptional sports program. Piano, strings, music, orchestra, choir, art, Spanish, physical education, student council, and student ministry are offered within a strong faith-based academic curriculum. The approved curriculum of the Diocese of Cleveland and the state of Ohio is the foundation for the program of study at Seton. Graduates are accepted to and are attending excellent high schools and universities. Seton serves students from 16 diverse communities in Northeast Ohio.

The spirit of Seton is its essence. Students excel academically and teachers consistently strive to incorporate proven and new elements of research and science to meet the needs of each child. Beyond the numbers and the statistics is the Seton experience. Students are encouraged and taught to be critical thinkers and leaders in a global technologically-evolving society. They seek knowledge, wisdom, and what is socially just. They share their love of God, family, and country with pride. The spirit of Seton fills the halls, the classrooms, the playing fields, the home - and touches all.

Parents, the first educators of the child, are at the heart of the school. They are board members, lunch moms/dads, room parents, PTO leaders, coaches, and fundraisers. A dedicated professional administration, faculty, and staff remain constant and committed to the ideals of the Catholic educator of service. They share their gifts and collaborate to fulfill the mission *"…enabling our children to live and be educated on a daily basis in a spiritually nurturing and disciplined environment. As we strive toward excellence, students will develop spiritually, academically, emotionally, socially, and physically, and our community of families will grow in holiness and faithfulness according to God's word."*

Recent awards and accomplishments with goals to meet the needs of all students and enhance their lives include the following:

• 2008 Catholic Schools for Tomorrow Award (One of only 12 in the nation and one of three schools cited in the innovation in curriculum and instruction category. Honored for leading the way by implementing exemplary programs to improve the teaching and the learning for students, faculty, and staff.)
• Poetic Achievement Honor School
• "Bridging Learning and Teaching" (Initiative for creating learning environments that address the diversity typical of mixed ability classrooms by implementing differentiated instruction.)
• "Habits of the Heart – A Youth Education Program for Philanthropy" (Establishment of a youth philanthropy board. Middle school students complete the Habits of the Heart curriculum and apply their knowledge by serving on an intergenerational board, culminating in the distribution of $10,000 in grants to the greater community.)
• "Journey Together" (Grant award includes weather station: educational, community, and homeland security resource; mental health initiatives; speaker series; and artist-in-residence.)
• Midwest Academic Talent Search (2008 MATS) Awards (Five Seton students were honored for outstanding performance: top scorers on the ACT and SAT.)
• National History Day Award
• 1st in the State for Handwriting

• The Children of Ubumi, Soldiers in Iraq, and Seton Serves (Global identity through adoption of an African orphanage, support of the U.S. troops, and active stewardship by all students.)
• 2008 Outstanding Business Award (Hudson Chamber of Commerce.)

Shared talents, skills, and best practices combined with service, positive community involvement, and strong focus to mission, philosophy, and goals contribute to the spirit, compassion, and scholarship embodied in the Seton experience.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Students in grades 1, 3, 5 and 7 at Seton Catholic School are assessed using the Iowa Test of Basic Skills (ITBS) which is a nationally norm-referenced test and their results show them to be well above the criteria for "Blue Ribbon" application. The ITBS measures achievement in many "core" areas and is used to assess achievement of students in relation to their grade level peers locally and nationally. Results are shared with teachers, students, parents, and the Seton Community. The most beneficial use of these scores is, of course, to inform instruction. Seton Catholic School does not participate in the State assessment system.

Reported 2007 scores for our seventh graders, the highest grade to which the test was administered, shows a 96%ile score for Mathematics and an 89%ile score for Reading. These scores represent the percentile rank of the Average Standard Scores and are given as the National Student Norms. The scores are well above the stated criteria of 90%ile equivalents of 73 in Mathematics and 76 in Reading noted in the 2009 "Blue Ribbon" application. Students in grades 1, 3, and 5 also scored above the 90%ile National Student Norms cutoff score in both Mathematics and Reading.

Analyzing data for information that might inform instruction is a "best use" and doing so with our scores would indicate some areas of great success as well as areas of concern. Though scores have been relatively strong through the 5 year period listed, the scores for Mathematics and Reading at the 7th grade level have increased in 4 out of the last 5 years. One sees a general upward trend in most areas and grade levels. As the enrollment at Seton increases, one would expect a "regression to the mean" experience, but that does not appear to be happening.

Scores remain strong in generally all areas with some fluctuation from year to year. Reading scores are generally higher than math scores and upon examination of subtests, it can be found that in the three areas that compose the "Total Math" score (Concepts/Estimation, Problem Solving/Data, and Computation) the computation area is the lowest. This is true in all tested grade levels. Using an "Item Analysis" which is supplied by ITBS, specific areas of computation can be pinpointed. Mathematics Computation is an area the faculty has chosen for self-study in 2008 – 2009. One of our strategic goals is to improve test scores in that area.

The "Percentile Rank of Average SS: National School Norms" compares favorably in all areas, in all grades and in all subtests with total Reading scores the highest in all grades: (95%ile in grade one, 98%ile in grade three, 98%ile in grade 5, 99%ile in grade 7). Further investigation of the ITBS/CogAT scores (cognitive abilities indicator) indicates that our students are doing as well or better than their predicted levels: in grade 7 the average CogAT score was 118.1 which translated to an Age Percentile Rank of 87%ile. The average percentile scores in all composites and subtests of the tests were well above the 87%ile. The challenge for us will be to maintain these scores as our school continues to grow.

Many factors contribute to the success of our students and their high test scores. The curricular program at Seton is rigorous. The administration and faculty place high priority on quality programs that challenge our students. The academic program is highest on the priority list here. Parents, faculty, and most importantly, students understand this. It is the expectation of all stakeholders that our students do well. Our test scores both validate this and give us some of the information we need to analyze what we do and push ourselves to do it better.

2. **Using Assessment Results:**

Assessment data is broadly used to focus on and choose areas of study and goal setting for the faculty. For example, after thorough examination of general and specific scores, grade level teams identified areas on which they would like to work. For the 2008 – 2009 school year, it was decided that Math Computation would be that area of school-wide focus. The school math committee has met and developed goals for the building. Since all teachers do not teach mathematics, other areas were identified based on an item analysis of the ITBS results (for example, English teachers chose "punctuation" as a focus based on the item analysis of the Language section of the ITBS at grade levels 3 and 5).

Assessment results (ITBS scores and other formative and summative assessments like unit tests and teacher made tests as well as other forms of assessment) have been used to identify those students in need of differentiation in their curricular program. The addition of a remedial tutor for the building and the focus on differentiation as a professional development piece were the direct results of the examination of a variety of assessments. A grant was written for in-service sessions on differentiation of the curriculum for advanced and remedial students and the garnering of a nationally recognized expert on differentiation enabled teachers to have "one on one" coaching in the implementation of differentiation strategies and techniques.

Another direct result of the analysis of our assessments has been the implementation of a "tiered" program in Mathematics at the seventh and eighth grade levels. Algebra I will now be offered to our eighth graders whereas prior to this point, Pre-algebra was the highest level of Math attainable. Our assessment results indicated that many of our students were capable of a higher level of Mathematics.

3. **Communicating Assessment Results:**

Student performance is communicated in several ways to all Seton Catholic School stakeholders. First of all, general scores are presented to the entire Seton Community at a "State of the Schools" meeting in the spring of each school year. At this meeting, the Principal presents grade level averages in all major areas of the ITBS using the Percentile Rank of Average SS: National School Norms. These results are printed in our newsletter and are also available upon request.

Parents of ALL eighth graders meet with the Principal and each year's tests scores are thoroughly examined so that parents see test scores over an eight-year period. Scores on all ITBS tests and the CogAT (Cognitive Abilities Test) are explained. Percentile ranks, stanines, local and national norms , grade equivalents, and scaled scores are explained in detail for each student's ITBS results, while the Average SAS scores and percentile ranks for grade and age are explained for the CogAT. Parents have found this to be very helpful in understanding their child as a learner. Summative reports are sent home via the publisher of the ITBS for each student taking the test. This interpretive guide indicates areas of strength and weakness for each student. Suggestions for student help, should an area warrant remediation, are also given via this report.

Student – Parent – Teacher conferences are held each year where assessment and student performance are discussed. Quarterly report cards are issued noting student performance as well as "Interim Reports" mid-way through each quarter. Homework Hero is used to keep parents updated on assignments and their due date, and all teachers are available via email and voice message. The Principal meets with several parents throughout the course of the year to discuss assessment results, most pointedly with incoming kindergarten parents after the kindergarten assessment is given in the spring of each year.

4. **Sharing Success:**

At Seton an important factor to ensure the viability of the school is rooted in development and advancement practices. The creation of a public relations calendar includes a coordinated program of written communications for various constituencies. A media plan incorporates the use of news releases, publications, and brochures. In addition, the design of a personal communication plan to reach leaders in the community, business, civic, and educational organizations is utilized.

The sharing of successes and awards with other schools and the greater community is an honor and privilege. Seton has participated in conferences with other educational centers to share initiatives. Schools are invited to the Seton campus to engage in enriching programs benefitting children and families. Weekly *SetoNotes* is posted on the website for all families. The Seton newsletter is published three times a year for alumni, organizations, and stakeholders. The website is updated daily and the home page banner alerts all visitors on the web to news and happenings. News releases and photos are sent to the local papers once a week communicating activities at the school.

Seton is fortunate to have the Assistant Superintendent of a public school district as Chairperson of the Board of Directors as well as the Presidents of two dynamic high schools as board members. They contribute a wealth of experience to the governance of the school and are ambassadors for Seton to other schools through their associations. The Principal, with over 30 years experience in gifted education, is a well-respected administrator and educator who regularly presents and lectures at public, private, and Catholic conferences. He is Adjunct Professor of Graduate Courses in Gifted Education and Curriculum Development at a local university.

In the event the school is awarded Blue Ribbon status Seton would proudly incorporate this mark of distinction in all areas of the development plan and share successes with other schools and professional organizations.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The Seton curriculum meets and exceeds the Ohio Department of Education Academic Content Standards and Diocesan Graded Courses of Study. Curricular areas are infused with faith-based beliefs, values, and social justice teachings. Students are actively engaged in the learning process, providing all children with the opportunity to succeed. The Seton curriculum is the strong foundation that builds a future.

The English Language Art**s** curriculum provides students with the tools for understanding themselves, others, and the world while developing the communication skills of writing, speaking, listening, viewing, reading, and researching. Language conventions, grammar and syntax, and composition principles are taught through direct instruction, writing process models, and applied practice to develop precision, clarity, and correctness of expression. As students explore and create key genres, they develop purpose and voice, growing as individuals and as community members. Students excel at state level competition in *Power of the Pen.*

The Fine Arts play an important role to the total development of each child at Seton, encouraging creative thinking, problem solving skills, and connection between all areas of learning. Three full time teachers direct the arts program, guiding students to heighten their level of self expression and self esteem. A broad spectrum of artistic skills, working with a variety of media including drawing, painting, and sculpting, are developed. Exceptional opportunities in music, choir, orchestra, and drama are offered with an ultimate goal to foster a lifelong understanding and value for the arts.

The Mathematics curriculum is built on five strands that function as the framework for study at all grade levels: numbers, numbers sense, and operations; measurement; geometry and spatial sense; patterns, functions and algebra; and data analysis, statistics, and probability. Algebra I is taught in eighth grade with many students progressing to Geometry or Algebra II as high school freshmen. Mathematical skill development is enhanced through technology; utilization of interactive white boards and manipulatives; focus on problem-solving and real world uses of math; and parental involvement. Mastery is key to ensure student confidence and success. Recognition of the role played by mathematics in the various aspects of nature and the universe is taught, resulting in increased understanding and respect for life and all creation.

Physical Education and health for the Seton student equals total fitness. Knowledge of proper nutrition, growth, safety, health issues, and movement are taught to define a positive self-concept for wellness of mind, body, and soul.

The Religion curriculum encompasses message, worship, community, and service. Daily prayer, weekly liturgies, and classroom lessons are integral to a Catholic education. Service to others is core.

The Science curriculum is addressed in the additional curriculum area.

Social Studies cover a wide range of topics and personal experiences for Seton students. They participate in activities that are designed to enhance knowledge and develop higher-order thinking skills. Examples include creating a personalized Egyptian tomb; holding a modern day Joan of Arc trial; and making and selling products during an economics unit that resulted in a successful business plan later presented at a conference for award-winning grant projects. Partnership with *Junior Achievement* empowers the students with additional skills.

Spanish is taught in kindergarten through grade eight. Instructional methods vary and are age appropriate. Teaching incorporates videos, music, role playing, cultural topics, and texts to develop oral, visual, and written exchange.

Technology is constantly evaluated to remain authentic and with a vision to the future. Seton students have daily access to individual classroom computers, computer lab, SMART Boards and Activboards, mobile wireless laptops, filtered Internet, interactive live weather station, educational and professional software, and a certified computer teacher. Technology is responsibly integrated throughout the curriculum. Technology has proven to be an exceptional tool for students in remediation and enrichment areas as well as when accommodating and modifying for special needs.

2a. **(Elementary Schools) Reading:**

The Seton Reading curriculum is comprehensive and includes various resources. The program comprises the interrelationship of alphabet, phonetics, grammar, and syntax as well as oral, written, and visual communications. Teachers effectively use a variety of approaches, focusing on the technical as well as the making of meaning. The Media Specialist offers students access to 10,000 holdings and sponsors exceptional author and illustrator visits. Teachers recognize that children need to be presented with an abundance of engaging text to become better readers and instill a love of reading that lasts a lifetime.

Regular monitoring of the development of literacy and reading skills begins with the kindergarten screening process at age four and five to assess for early prevention of school failure, and continues with the utilization of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a set of procedures and measures for assessing the acquisition of early literacy skills; incorporation of Accelerated Reader; and administration of standardized testing through graduation. This process is constant and involves team planning to provide grade-level feedback toward validated instructional objectives.

Seton teachers read aloud to children daily; offer independent reading time; use trade books, picture books, magazines; allow for student choice of reading material; model skills and strategies; gauge content area reading with writing across the curriculum for learning; use higher-level questions; promote critical and creative thinking; and enrich through the study of many novel, poetry, and drama units in classic and modern literature.

A solid foundation in reading is critical to success in all skill/topic areas and is proven in the positive progress shown by Seton students through assessment results; Power of the Pen awards; Poetic Achievement Honor School recognition; first in the state for handwriting; state level honors for National History competition; MATS top scorers on ACT and SAT tests; 2008 Catholic Schools for Tomorrow award; and scholarship offerings to excellent secondary schools.

2b. **(Secondary Schools) English:**

This question is for secondary schools only

3. **Additional Curriculum Area:**

The Seton Science curriculum is hands-on and inquiry-based through state-of-the-art laboratory activities, field work, and mathematic connections. Content-reading skills, expository writing, presentation skills, and cooperation and communication are developed. In addition to texts, materials from the National Institutes of Health, NASA, and the Environmental Protection Agency are implemented to enhance teaching and student excitement and learning of the physical, earth, and life sciences.

Elementary level students learn to apply science concepts to their world. Hands-on science investigation kits correlate to lessons. Field trips to the zoo, orchards, farms, nature realms, museums, and safety centers provide multi-sensory experiences.

Middle school students learn in an environment created by a grant-funded science lab complete with SMART Board, wireless laptops, cordless microscopes, and online textbooks. Emphasis is on research, scientific method, and problem-solving.

Seton students participate in many school programs that create an atmosphere of discovery and inquiry for all learners, encouraging science process skills and character development including: COSI on Wheels, which allows children to become field biologists, explore four distinct habitats, and witness the dangers of littering; Science Olympiad; and ARC disability awareness with simulation of challenges experienced by the physically and mentally disabled.

The WeatherBug weather station project supporting improved math, science, geography, and technology through the innovative use of a real weather station including interactive dynamic lessons for all students is a whole school initiative. Real-time data of live weather conditions is shared with all citizens, safety services, National Weather Service, Department of Homeland Security, and collaborating organizations via the Internet and Seton website.

The essential skills and knowledge of the science curriculum relate to the Seton mission …*enabling our children to live and be educated on a daily basis in a spiritually nurturing and disciplined environment* … as teachers infuse Catholic thought and social justice principles in the study of group interactions, the environments, and ethical concerns.

4. **Instructional Methods:**

The Seton "Bridging Learning and Teaching" project is a whole school initiative that allows for the creation of learning environments that address the diversity typical of mixed ability classrooms by implementing differentiated instruction. The program enhances traditional instruction and provides teachers with the skills necessary to develop a differentiated classroom that facilitates students acquiring content via different avenues and allowing for different ways to make sense of ideas, and providing them with the ability to develop different products proving that they have effectively learned. Ongoing collaboration with each other, the psychologist, speech therapist, resource teachers, and parents enables teachers to refine and sharpen their skills and broaden their repertoire of strategies and techniques – enabling them to meet the needs of their students. For the gifted student, it means the opportunity to advance as far as possible. For the struggling learner, it means offering support. The real beneficiaries are the children because they are being taught to their strengths. The teacher builds bridges between the learner and learning.

The "Bridging Learning and Teaching" components entail professional in-service/workshop days on differentiation presented to the entire staff by a specialist in the field of differentiated instruction; curriculum compacting; tiered assignments; independent study development and contracts; Paul's reasoning; Tic-Tac-Toe activities; SCAMPER (brainstorming); cubing; using literature circles and "circles" in other subject classrooms; creating cross-curricular literature based units; cluster group meetings as teams for collaboration; and courseware technology implementation with supplemental instruction to deliver standards-based lessons one-on-one to at-risk, at level, and gifted children. Modifications and accommodations are made through team planning. In the Seton classroom the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs with an essential purpose to educate all students to high levels with high quality instruction.

5. **Professional Development:**

Professional development in the Seton educational setting involves everyone from the maintenance person to the Principal. Armed with the latest research, techniques, and knowledge in their profession, teachers and staff provide a safe learning environment that complements the continuous improvement plan and aligns with educational content standards

The Seton Parent Teacher Organization budgets monies each year to support teacher professional development. Summer grant writing for teachers is funded by PTO for innovative curriculum projects. Grants are written incorporating professional development expenditures knowing that a program missing an important piece is not a strong initiative. In-services are provided for facility personnel on Jarod's Law and school health and safety issues. Teachers and staff attend classes in their specific content area throughout the year sponsored through the Diocese, educational institutions, and Seton. Additionally, many pursue advanced degrees and present at professional conferences. Presentations by the Principal on *Parenting Gifted Children* (to the Hudson Parent Group at the Hudson Public Library); *Differentiation in the Regular Classroom* (diocesan principals meeting); *Developing Good Relationships with School Stakeholders* (diocesan principals meeting) are also shared with the staff.

A sampling of teacher professional development attendance includes the following: Reading and Language Arts Curriculum Workshop; Technology Workshop: Use the Activboard Every Minute of the Day; Curriculum Mapping; Technology Workshop: Effective use of the Smart Board in the Classroom; Entrusted Teacher In-service on Differentiation (two days); and Invitational Teaching, Learning and Living by Dr. William Purkey. All of these activities serve not only to teach and enlighten but to inspire and energize teachers to return to their classrooms and implement new skills and practices. The direct result is benefit to student learning. For example, the professional development focus on differentiation has engaged the entire staff to reevaluate, actively discuss new methods, and look through a new lens. Students are becoming self-directed learners and teachers are meeting the individual needs of the students in the classroom.

6. **School Leadership:**

The primary role of Seton's leadership is to guide instructional improvement. The Principal is that guiding force. The Principal is an ex-officio member of the Board of Directors and the Executive Board. The Principal's leadership team, consisting of the Vice Principal, Accountant, Assistant Principal for Facilities, and Advancement Director, meet bi-monthly to discuss issues impacting the school and students. The Principal is the curricular leader determining curricular focus with input from teachers and committees. Administration, faculty and staff are cognizant of clear expectations of their roles in ensuring student achievement.

Consistent with the improvement of instructional practice and performance, all members of the teaching staff selected a "best practice" based on a presentation of researched "best practices" which was implemented in their classrooms. It was also determined that a number of students needed differentiation in the classroom. With input from team planning sessions, the staff, and leadership, differentiation became the professional development focus for the 2008-2009 school year.

Within the educational realm there are many stakeholders. The Principal meets bi-monthly with student council officers to discuss any issues, concerns and suggestions on how to make the school more responsive to student needs. He meets with PTO and parent volunteers to secure responsible chairpersons, coordinators, and coaches for committees and teams; and oversees many academic opportunities for students: Science Olympiad, Destination Imagination, Chess Club, Power of the Pen.

The Principal, in leadership role, models the behaviors, the learning, and the instructional knowledge he seeks from the faculty. He continues to enroll in graduate courses on salient topics to inform decisions in an effort to remain a dynamic leader. Memberships and associations include the National Middle School Association; the Ohio Middle School Association; the Ohio Catholic Education Association; the Ohio Catholic School Accreditation Association; the OCEA Planning Committee 2009 Conference; the Diocese of Cleveland Professional Development; National Council of Teachers of Mathematics; National and Ohio Associations for Gifted Children; Phi Delta Kappa; ASCD; and OAESA.

Central to Seton's leadership is commitment to self-learning, fairness, integrity, ethical practices, spirituality, and a focus on today with vision for the future.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

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.)

$4600	$4600	$4600	$4600	$4600	$4600
K	1st	2nd	3rd	4th	5th
$4600	$4600	$4600	$0	$0	$0
6th	7th	8th	9th	10th	11th
$0	$0				
12th	Other				

4. What is the educational cost per student? $ 6296 (School budget divided by enrollment)

5. What is the average financial aid per student? $ 1551

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
   7 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction?
   22 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 1 Test: Iowa Test of Basic Skills
Edition/Publication Year: Form C 2008 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	89	78	88	89
Number of students tested	46	38	32	37	31
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 1 Test: Iowa Test of Basic Skills
Edition/Publication Year: Form C 2008 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	96	90	92	92
Number of students tested	46	38	32	37	31
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 3 Test: Iowa Test of Basic Skills
Edition/Publication Year: Form C 2008 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	85	86	74	77
Number of students tested	42	32	28	30	25
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 3 Test: Iowa Test of Basic Skills
Edition/Publication Year: Form C 2008 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	86	89	83	82
Number of students tested	42	32	28	30	25
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 5 Test: Iowa Test of Basic Skills
Edition/Publication Year: Form C 2008 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	80	86	91	80
Number of students tested	32	27	22	27	25
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 5 Test: Iowa Test of Basic Skills
Edition/Publication Year: Form C 2008 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	85	87	89	82
Number of students tested	32	27	22	27	25
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 7 Test: Iowa Test of Basic Skills
Edition/Publication Year: Form C 2008 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	96	91	75	80	79
Number of students tested	25	24	13	21	16
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 7 Test: Iowa Test of Basic Skills
Edition/Publication Year: Form C 2008 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	87	82	85	92
Number of students tested	25	24	13	21	16
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. (specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

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