

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

Official School Name St. Albert the Great School (As it should appear in the official records)

School Mailing Address 6667 Wallings Road (If address is P.O. Box, also include street address)

North Royalton Ohio 44133-3067 City State Zip Code+4 (9 digits total)

Tel. (440) 237-1032 Fax (440) 237-3308

Website/URL http://www.saint-albert.org/ Email stalbertk_8@yahoo.com

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

(Principal's Signature) Date

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

Name of Superintendent Sr. Carol Anne Smith (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Cleveland Tel. (216) 696-6525 x3280

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 package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. The 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.
5. 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.
6. 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

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

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

Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 4 Number of years the principal has been in her/his position at this school.
 (2002-2003 school year is Mr. Brownfield's fourth year as principal)
N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

2002-03 Enrollment as of February 2003.

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	42	43	85	7	64	38	102
1	53	43	96	8	39	40	79
2	44	44	88	9	N/A	N/A	N/A
3	37	61	98	10	N/A	N/A	N/A
4	60	42	102	11	N/A	N/A	N/A
5	53	51	104	12	N/A	N/A	N/A
6	51	54	105	Other	N/A	N/A	N/A
TOTAL STUDENTS IN THE APPLYING SCHOOL							859

6. Racial/ethnic composition of the students in the school: 97.30 % White
0.12 % Black or African American
_____ % Hispanic or Latino
_____ % Asian/Pacific Islander
_____ % American Indian/Alaskan Native
2.58 % Multi-Racial
100% Total Based on October 2002 Enrollment

7. Student turnover, or mobility rate, during the past year: 0.24 % Based on 2001-2002 Data

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	847
(5)	Subtotal in row (3) divided by total in row (4)	.0023613
(6)	Amount in row (5) multiplied by 100	.23613

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: American English

9. Students eligible for free/reduced-priced meals: 0.8 % Based on 2002-2003 data.
7 Total Number Students Who Qualify

If this method is not a reasonably 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.

St. Albert the Great does not participate in the federally supported lunch program. This calculation

of eligible students was determined based on those students currently participating in Diocesan sponsored tuition assistance programs and/or receiving parish sponsored tuition assistance beyond the general student tuition subsidy.

10. Students receiving special education services: $\frac{1.5\%}{13}^*$ Based on 2002-2003 enrollment
Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 7 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 6 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> 1 </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

*Note that two students have multiple classifications; the total number actually served is 13.

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> 2 </u>	<u> 0 </u>
Classroom teachers	<u> 26 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 7 </u>	<u> 15 </u>
Paraprofessionals	<u> 2 </u>	<u> 1 </u>
Support staff	<u> 11 </u>	<u> 46 </u>
Total number	<u> 48 </u>	<u> 62 </u>

12. Student-“classroom teacher” ratio: 33

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97%	97%	97%	99%	N/A
Daily teacher attendance	98%	98%	98%	99%	N/A
Teacher turnover rate	8%	16%	16%	16%	14%
Student dropout rate *	N/A	N/A	N/A	N/A	N/A
Student drop-off rate *	N/A	N/A	N/A	N/A	N/A

* Per CAPE, St. Albert's is defined as a K-8 elementary school.

14. **(High Schools Only)** Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>N/A</u>
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

St. Albert the Great School, a 2000-2001 Blue Ribbon School of Excellence, is a fully accredited Roman Catholic K-8 elementary school in North Royalton, Ohio. One of the largest elementary schools in the Cleveland Catholic Diocese, the school exists to develop the entire child: spiritually, morally, intellectually, socially, and physically. Our mission is to educate each child to become a knowledgeable Catholic, to strive for academic excellence, within a supportive school environment permeated with Gospel values. We are committed to work in a spirit of cooperation with parents or guardians, as copartners, to: provide each child the opportunity to grow according to his/her needs; build the value of service to others; and enhance the development of responsible members of the parish community.

Our population is generally comprised of students whose families are members of the Saint Albert the Great Parish. Our students represent over 20% of the K-8 population in the suburban community of North Royalton, Ohio. Opening in 1961 with an initial enrollment of 360 students, the school has grown to its present size of 859 students.

Key to the school's success is the dedication of the administration, faculty, and staff to meeting the needs of each child. Parents are co-partners in this process, and the school enjoys a strong parent volunteer base. The school community works together to provide for all student needs: a focus on spiritual and religious education, a strong academic program reflected in high levels of student and faculty achievement, one of the largest athletics programs in the Diocese, and opportunities for co-curricular experiences in a wide variety of endeavors. We focus on meeting the educational needs of all our students, including those requiring remedial or enrichment experiences.

St. Albert's challenges its students with educational experiences in religion, language arts, mathematics, science, social studies, arts, foreign language, and technology, among others. Standardized test scores reflect high levels of student achievement, as do a number of student and faculty awards. The curriculum follows the Diocese of Cleveland Graded Course of Study. The school offers each student a rich variety of educational experiences, with the goal of challenging each child to grow to his/her ultimate potential.

A detailed School Improvement Plan, developed by all stakeholders and approved by the Ohio Catholic School Accrediting Association, provides a strategy and direction for continual improvement and renewal. In addition, assessment results are continually analyzed and used to determine both curricular and student strengths and weaknesses, and to provide direction for constant improvement. Regular professional development is also key our success, as is a focus on using technology to support individualized learning.

Ultimately, St. Albert the Great School is a supportive, nurturing environment of excellence that is a product of the talents and labors of dedicated faculty, loving parents, strong leadership rooted in Catholic values and tradition, a supportive parish and community, and valued children.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Private Schools

1. *Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 90 percent of the students in the appropriate classes take the SAT or ACT, do not report the data. Limit the narrative to one page.*
 - a. *Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant (generally 10 percent or more of the student body of the school). Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.*
 - b. *Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.*
 - c. *Attach all test data to the end of this application and continue to number the pages consecutively.*

St. Albert the Great School's assessment results for **both** the 2002 State of Ohio Ninth Grade Proficiency Tests and the nationally distributed Iowa Tests of Basic Skills reflect scores in Reading and Mathematics that are in the top tenth percentile.

The State of Ohio Ninth Grade Proficiency Tests were presented to our students in grade eight, as allowed but not required by the Ohio Department of Education. Our 2002 Reading passing rate was 100%. The 2002 Mathematics passing rate was 94%. According to the Ohio Department of Education, the cut-off for the 90th percentile for all students taking that March 2002 proficiency test, including students in both eighth and ninth grades, was 99.024% for Reading and 92.11 percent for Mathematics. In addition, in 2002, 91% of our students passed all five parts of the Proficiency Test, with an additional 5% of our students passing four of the five parts. Over the past five years of testing, an average of 99.0% of our students have passed the Reading Proficiency test in the eighth grade, and an average of 91.4% of our students have passed the Mathematics Proficiency test. It should be noted that no tests were given to eighth graders in Ohio during the 2000-2001 school year per the Ohio Department of Education

directives, therefore, our data table reflects no information for that year. Test scores in all other areas reflect equally high levels of achievement, with 100% passing Writing, 100% passing Citizenship, and 94% passing Science during the March 2002 test period. Over the past five years of testing, an average of 99.6% of our students have passed Writing, 99.4% have passed Citizenship, and 93.4% have passed Science. All of these scores are significantly higher than the state passing rates reported on the attached data table.

Our scores on the Iowa Tests of Basic Skills also reflect achievement levels above the 90th percent cut-off rate. 2002 test scores for grade 7, the highest grade for which we offered the test, were 77% for Reading and 78% for Mathematics. The published 90% percentile equivalents were 76% and 73% respectively. Over the past five years, the National Student Norms for Reading have averaged 78.0% and 77.8% for Mathematics for grade 7. Test scores in grades 5, 3, and 1 also reflect high rates of achievement, with five-year averages in Reading of 73.4%, 78.4%, and 73.6% respectively. Correspondingly, five-year averages in Mathematics for grades 5, 3, and 1 are 81.8%, 76.2%, and 77.4%. Test results in all other tested areas also reflect high scores.

As noted on the data display tables at the end of this document, very few students have been excluded. These students were generally excluded due to Individualized Education Plans (IEP), unless otherwise noted. IEP students take the Iowa Tests of Basic Skills, however, their results are not included in the summary reporting.

For Public and Private Schools

- 2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.*

On a macro level, assessment data is analyzed both in terms of annual performance by graduating class and by grade level trends to direct the school's effort toward self-improvement. Data is used to determine resource allocation, curriculum, and focus; tying in with the overall direction of the school improvement plan and individual faculty professional development plans. For example, analysis of Iowa scores led to the decision to change our primary reading series, with a resulting improvement in test scores. Faculty professional development plans address underperformance in specific curricular areas or classes. Correspondingly, high levels of achievement reflected by a particular class will result in a recommendation for that teacher to share teaching strategies and styles as a mentor.

On a micro, or individual student based level, assessment data is a factor in determining student readiness for enrichment and/or remedial programs. Standardized test scores are one factor in determining placement in the enrichment-reading program. Students scoring in the lowest three stanines on the Iowa's are automatically offered the opportunity for remedial assistance working with auxiliary personnel. Assessment data is also used to analyze student learning style (verbal, quantitative, etc.) to assist faculty and administration in determining how best to meet that individual student's academic needs. Assessment data is so critical to our effectiveness that this year (2002-2003), we are offering Iowa tests at four additional grade levels (1 through 8).

- 3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.*

All parents and students are provided with individual student data, and are offered the opportunity to discuss individual student performance with faculty and administration. This data includes regular school assessment (end-of-quarter report cards, quarterly mid-term progress reports, etc.) and results of standardized tests. As stated in the school's mission, parents are considered copartners in the educational

process. Individual assessment data is shared with parents to ensure that the child's needs are best met through the cooperative efforts of both school and home. Parents and students regularly receive graded work throughout the quarter, which, along with formal reporting eight times each year, ensures that there are "no surprises" regarding student performance. Teachers, students, and parents routinely work together to address any performance concerns. Formal parent/teacher (including students at some grade levels) conferences are offered annually, with additional conferences offered on an as needed basis. Overall school and grade level performance on standardized tests is proudly announced in the school newsletter (both print and web-based versions), along with general commentary as to the meaning of such results. Discussions of the school's achievements are also held at the annual parent forum and at Meet the Teacher Night, with explanations offered as to how our achievements meet our goals. In addition, we have announced plans to offer a specific parent "training" course on how to interpret Iowa results.

4. *Describe in one-half page how the school will share its successes with other schools.*

As a recognized Blue Ribbon School of Excellence, our school has served as a model for a number of its programs. Most recently, our principal has been asked to participate in a "Principal's Forum" at a local college. Regular Diocesan meetings among principals and teachers ensure a lively exchange of ideas and concepts. Administration and faculty also share information as they attend professional development and graduate courses. Our 2000-2001 Blue Ribbon application and our most recent report to the Ohio Catholic School Accrediting Association on the status of our School Improvement Plan are fully posted on our website, and we have encouraged other schools to review them. This application will also be posted on the website. We periodically host educational organization meetings as well as rent our technical facilities for professional development courses, thus enabling other schools to visit us first-hand. Community organizations that work with us have routinely referred other schools to us, for example, the Cleveland Museum of Art Teacher Resource Center personnel have often asked us to aid other schools in developing a parent based arts support program such as the one that we currently have at St. Albert's.

PART V – CURRICULUM AND INSTRUCTION

1. *Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.*

The school's curriculum includes Religion, Language Arts (Reading, Phonics, English, Spelling, and Penmanship), Mathematics, Social Studies, Science, Health, Physical Education, Music, Art, Computer Education, and Spanish as a Foreign Language. Our overall curriculum is directed and guided by the Diocese of Cleveland mandated Graded Course of Study. However, within this framework, the school has the freedom and responsibility to determine how the dictated pupil performance objectives will be taught. Each year, a different curricular subject is evaluated and revised to meet the most current national and state standards, and the Diocese approves a renewed Graded Course of Study. To assist teachers with implementation, the Diocese provides strategy workshops for presenting the new coursework.

Textbooks, series, and learning tools are selected by the faculty that teach that subject to best meet the objectives outlined in the Graded Course of Study, to best meet the overall learning styles of our students, and to best address strengths and weaknesses observed through the assessment process. The school is presently engaged in a Curriculum Mapping process to ensure that faculty at all levels are fully aware of all material taught throughout the school. This process also encourages thematic learning and cross-curricular experiences.

As is stated in our mission, we strive to educate each child to become a knowledgeable Catholic. Our

students receive religious instruction and/or participate in religious activities daily, along with instruction in social justice consciousness. The Language Arts curriculum recognizes that reading and communication skills are the foundation of all other learning. Language Arts are integrated into all other curriculum areas, and learning activities are designed to incorporate all learning styles and touch upon the multiple intelligences. The Mathematics program emphasizes basic computational skills and math concepts, with students being taught not only how to compute and problem solve, but also why. A unified approach in Social Studies is taught at all grade levels. Concepts from each of six disciplines are interrelated: history, sociology, geography, philosophy, economics, and political science. The Science program heavily focuses on kinesthetic experience. Eighth grade students design and perform a Science Fair experiment using standard Scientific method and reporting of results. The Health and Physical Education curriculums incorporate physical health concepts, and teach conflict resolution skills, cooperative group work dynamics, decision-making skills, drug-awareness education, and promotion of confidence and self-esteem. The Music and Art curriculums use discipline-based arts instruction, and provide experiences in the visual, music, theater, dance, and literary arts. Computer Education is carefully defined to provide interdisciplinary experiences while teaching students technical competency in word processing, spreadsheets, databases, desktop publishing, Internet research, and other skills. All students in grades six through eight study Spanish as a Foreign Language. Full-time specialist teachers provide the core instruction in Physical Education, Music, Art, Computer Education, and Library skills, with a part-time specialist for Spanish. All students are mainstreamed, with both remedial and enrichment courses offered as needed.

2. *(Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.*

(Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

As defined in the Graded Course of Study, the Reading program begins in Kindergarten with readiness skills, alphabet and word recognition, and beginning sounds. Throughout grades K - 3, we emphasize phonics, vocabulary, basic sight words, skill development, and comprehension. Grades 4 - 8 continue to develop and refine basic skills and emphasize critical thinking, reading to learn, analysis, evaluation, and study skills. Our library program, the Accelerated Reader Computer Program, and classroom reading incentives help to motivate recreational reading. We emphasize writing, listening, and oral communication skills. Grammar and composition are blended so that students practice using grammar skills and concepts in their writing. Students learn oral speaking skills, active listening, clear and concise writing skills, and correct spelling. The primary grades teach legible handwriting skills, with reinforcement in written work in all grades. A writing portfolio for each student tracks individual progress and development. The school has recently evaluated our primary reading program and introduced a more cohesive series that interlinks reading, spelling, and other language arts concepts during daily instruction. Careful research and analysis of assessment data resulted in selection of the reading process that incorporates both phonics and Dolch sight word memorization. Research indicated that a combination process is most effective, and has proven to be so according to our assessment results. Students demonstrating learning difficulties are offered early intervention. Students demonstrating advanced skills participate in the enrichment reading program.

3. *Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.*

The mathematics program at St. Albert's follows the Diocesan Graded Course of Study. The K-8 program emphasizes basic computational skills and math concepts. Students are taught not only how to

compute and problem-solve, but they are also taught why. Geometry is taught in each grade level. Algebra concepts begin as early as grade three, and algebra is offered in eighth grade to those students who have mastered pre-algebra skills. Teachers employ kinesthetic, auditory, and visual techniques in conveying and practicing mathematics skills. All students use manipulatives and apply math skills in the Science curriculum. Technology is used to introduce, review, and assess student progress and understanding. For example, we have implemented the Accelerated Math program in grades 5 through 8, and plan full school implementation over the next few years. In grades K - 7, students are homogeneously grouped for Math instruction. For those students exhibiting remedial or enrichment need in Math, auxiliary personnel provide additional instruction. However, all students are mainstreamed for the majority of their Math instruction. In grade 8, we offer two levels of Math instruction to best challenge and meet the intellectual needs of our students. As stated in our mission, we continually strive for academic excellence. Our Mathematics program is designed to promote excellence and understanding not only of Mathematics concepts, but also of their importance as an essential skill in the "real world". Consistently high achievement levels on our assessment data demonstrate our success.

4. *Describe in one-half page the different instructional methods the school uses to improve student learning.*

The school curriculum heavily focuses on meeting all learning styles. The initial kindergarten screening assists in identifying specific student learning style strengths and weaknesses; that process continues as a child progresses through school using teacher observation, assessment data, and student/parent input. We routinely present material using a variety of methods to meet the needs of all visual, auditory, and kinesthetic learners. We strive to address the multiple intelligences of all of our students. Musical intelligence is not only addressed in music class, but also as teachers incorporate song with language arts skills, particularly in the primary grades. The use of math manipulatives, physical education classes, and completion of hands-on independent and group projects addresses bodily-kinesthetic intelligence. Linguistic intelligence is addressed through our formal language arts program, research projects, written and oral discussions, and presentations. Our math program addresses logical-mathematical intelligence. Students also employ reasoning, problem solving, lateral thinking, and critical thinking skills in religion, science, social studies, computers, art, and language arts/reading classes. Visual aides including posters, three-dimensional models, photos, artworks, overhead transparencies, videos, and computer screen images address spatial intelligence. Cooperative learning projects, social events and experiences, service projects, and leadership opportunities address interpersonal intelligence. Intrapersonal intelligence is addressed through our religious education program, the Quest program, and student activities such as journal writing. Natural intelligence is accessed through the study of science, art, and religion. Because of our focus on our Catholicity, the school's programs daily address spiritual intelligence.

5. *Describe in one-half page the school's professional development program and its impact on improving student achievement.*

So important is professional development to the school, we added an additional goal to our School Improvement Plan (SIP) above and beyond the three required for accreditation. This goal specifically addresses professional development. All faculty members are required to attend a minimum of three professional development programs each year that are linked to our SIP. As noted previously, the SIP is in part a result of assessment data analysis. In addition, all teachers present a professional development plan to the Local Professional Development Committee (LPDC) for approval. Funding and paid leave are provided to support their plan. Teachers then present certificates of attendance to both the principal and the LPDC. Clearly, professional development has improved and maintained excellence in teaching and student achievement. Many school improvements are the result of ideas and concepts learned in seminars and courses. What is most significant and demonstrative of the school's excellence in teaching and adaptability is the continued high level of student performance despite an increase in enrollment of 38.3%

STATE CRITERION-REFERENCED TEST DATA
State of Ohio: Ninth Grade Proficiency Tests
as Offered in Grade 8 at St. Albert the Great School

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 8

Test: Ohio Ninth Grade Proficiency Tests

Edition/publication year: New Test Published Each Year

Publisher: Ohio Department of Education

What groups were excluded from testing? Why, and how were they assessed?

Only one student has been excluded from this test. This student was exempted per ODE direction as a one-year student in the United States. This student, a visitor to our country, only spoke English as a second language. Students are to have at least two years in the country before being tested. This student left the United States after completing the eighth grade year at St. Albert's. This student was assessed directly by the classroom teachers regarding overall performance and achievement using both written and oral testing.

Number excluded: 1 student was excluded in 2002 as described above Percent excluded: 1%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

DATA DISPLAY TABLE IS FOUND ON THE FOLLOWING PAGE.

STATE CRITERION-REFERENCED TEST DATA, Continued
State of Ohio: Ninth Grade Proficiency Tests
as Offered in Grade 8 at St. Albert the Great School
Data Display Table

	2001-2002	2000-2001*	1999-2000	1998-1999	1997-1998	1996-1997
Testing Month	March-02	March-01	March-00	March-99	March-98	March-97
SCHOOL SCORES						
Percent Proficient – Reading	100%	N/A	97%	100%	98%	100%
Percent Proficient - Mathematics	94%	N/A	89%	94%	91%	89%
Number of Students Tested	77	N/A	70	66	65	64
Percent of Total Students Tested	99%	N/A	100%	100%	100%	100%
Number of Students Excluded	1	N/A	0	0	0	0
Percent of Students Excluded	1%	N/A	0%	0%	0%	0%
Percentage Passing All Five Required Tests	91%	N/A	83%	89%	88%	86%
Percentage Passing Four Out of Five Tests	5%	N/A	10%	6%	9%	13%
STATE SCORES						
Percent Proficient - Reading						
Grade 8 - Public	85%	N/A	79%	84%	82%	83%
Grade 8 - Non-Public	95%	N/A	91%	95%	94%	95%
Grade 9 - Public	35%	N/A	21%	30%	25%	34%
Grade 9 - Non-Public	67%	N/A	38%	48%	46%	57%
Total in State Taking March Test	81%	N/A	74%	80%	77%	77%
Percent Proficient - Math						
Grade 8 - Public	67%	N/A	60%	61%	58%	54%
Grade 8 - Non-Public	80%	N/A	75%	76%	75%	70%
Grade 9 - Public	28%	N/A	17%	15%	14%	14%
Grade 9 - Non-Public	46%	N/A	31%	24%	27%	28%
Total in State Taking March Test	57%	N/A	51%	52%	48%	44%
Percentage Passing All Five Required Tests						
Grade 8 - Public	48%	N/A	46%	49%	46%	40%
Grade 8 - Non-Public	63%	N/A	63%	66%	66%	60%
Grade 9 - Public	N/A	N/A	N/A	N/A	N/A	N/A
Grade 9 - Non-Public	N/A	N/A	N/A	N/A	N/A	N/A
Total in State Taking March Test (Grade 8)	49%	N/A	47%	51%	48%	41%
Percentage Passing Four Out of Five Tests						
	N/A	N/A	N/A	N/A	N/A	N/A

- The Ohio Department of Education did not offer this test for eighth graders for the 2000-2001 year.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
Iowa Tests of Basic Skills

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: 7 Test: Iowa Tests of Basic Skills

Edition/publication year: 2002, 2001 Test Dates used 2001 Edition; 2000, 1999, and 1998 Test Dates used 1996, 1993 Edition. 2002, 2001 Form A; 2000, 1999, and 1998 Form K.

Publisher: The Riverside Publishing Company

What groups were excluded from testing? Why, and how were they assessed?
One student did not take these tests during 1997-1998 due to a prolonged illness. She was unable to make up the tests at a later date. General assessment included written and oral testing of coursework including that completed at home. In all other cases, the only students excluded were those with Individualized Education Plans. These students did take the Iowa tests, however, their scores are not included below.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

All scores reported as Percentile Rank of Average SS – National Student Norms

Grade 7 - Reading Total	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March-02	March-01	March-00	March-99	March-98
SCHOOL SCORES: READING					
Total Scores	77	76	76	79	82
Number of students tested	81	77	67	71	67
Percent of total students tested	99	95	99	100	99
Number of students excluded	1	4	1	0	1
Percent of students excluded	1	5	1	0	1
Grade 7 - Mathematics Total	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March-02	March-01	March-00	March-99	March-98
SCHOOL SCORES: MATH					
Total Scores	78	77	77	77	80
Number of students tested	81	77	67	71	67
Percent of total students tested	99	95	99	100	99
Number of students excluded	1	4	1	0	1
Percent of students excluded	1	5	1	0	1

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
Iowa Tests of Basic Skills

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: 5 Test: Iowa Tests of Basic Skills

Edition/publication year: 2002, 2001 Test Dates used 2001 Edition; 2000, 1999, and 1998 Test Dates used 1996, 1993 Edition. 2002, 2001 Form A; 2000, 1999, and 1998 Form K.

Publisher: The Riverside Publishing Company

What groups were excluded from testing? Why, and how were they assessed?
The only students excluded were those with Individualized Education Plans. These students did take the Iowa tests, however, their scores are not included below.

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles xxx

All scores reported as Percentile Rank of Average SS – National Student Norms

Grade 5 - Reading Total	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March-02	March-01	March-00	March-99	March-98
SCHOOL SCORES: READING					
Total Scores	79	78	71	69	70
Number of students tested	105	101	79	79	68
Percent of total students tested	98	100	100	99	99
Number of students excluded	2	0	0	1	1
Percent of students excluded	2	0	0	1	1
Grade 5 - Mathematics Total	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March-02	March-01	March-00	March-99	March-98
SCHOOL SCORES: MATH					
Total Scores	81	82	85	81	80
Number of students tested	105	101	79	79	68
Percent of total students tested	98	100	100	99	99
Number of students excluded	2	0	0	1	1
Percent of students excluded	2	0	0	1	1

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
Iowa Tests of Basic Skills

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: 3 Test: Iowa Tests of Basic Skills

Edition/publication year: 2002, 2001 Test Dates used 2001 Edition; 2000, 1999, and 1998 Test Dates used 1996, 1993 Edition. 2002, 2001 Form A; 2000, 1999, and 1998 Form K.

Publisher: The Riverside Publishing Company

What groups were excluded from testing? Why, and how were they assessed?

The only students excluded were those with Individualized Education Plans. These students did take the Iowa tests, however, their scores are not included below.

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles xxx

All scores reported as Percentile Rank of Average SS – National Student Norms

Grade 3 - Reading Total	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March-02	March-01	March-00	March-99	March-98
SCHOOL SCORES: READING					
Total Scores	79	76	77	79	81
Number of students tested	100	102	105	100	70
Percent of total students tested	100	96	9	100	97
Number of students excluded	0	4	3	0	2
Percent of students excluded	0	4	3	0	3
Grade 3 - Mathematics Total	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March-02	March-01	March-00	March-99	March-98
SCHOOL SCORES: MATH					
Total Scores	77	72	74	79	79
Number of students tested	100	102	105	100	70
Percent of total students tested	100	96	97	98	99
Number of students excluded	0	4	3	2	1
Percent of students excluded	0	4	3	2	1

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
Iowa Tests of Basic Skills

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: 1 Test: Iowa Tests of Basic Skills

Edition/publication year: 2002, 2001 Test Dates used 2001 Edition; 2000, 1999, and 1998 Test Dates used 1996, 1993 Edition. 2002, 2001 Form A; 2000, 1999, and 1998 Form K.

Publisher: The Riverside Publishing Company

What groups were excluded from testing? Why, and how were they assessed?

The only students excluded were those with Individualized Education Plans. These students did take the Iowa tests, however, their scores are not included below.

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles xxx

All scores reported as Percentile Rank of Average SS – National Student Norms

Grade 1 - Reading Total	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March-02	March-01	March-00	March-99	March-98
SCHOOL SCORES: READING					
Total Scores	72	65	77	76	78
Number of students tested	88	95	104	97	101
Percent of total students tested	100	100	98	100	100
Number of students excluded	0	0	2	0	0
Percent of students excluded	0	0	2	0	0
Grade 1 - Mathematics Total	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March-02	March-01	March-00	March-99	March-98
SCHOOL SCORES: MATH					
Total Scores	82	75	75	80	75
Number of students tested	88	95	104	97	101
Percent of total students tested	100	100	98	100	100

Number of students excluded	0	0	2	0	0
Percent of students excluded	0	0	2	0	0

ADDENDUM

Letter from Ohio Department of Education Verifying Proficiency Test Scores