

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Timothy J. Reilly
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Ignatius Loyola School
(As it should appear in the official records)

School Mailing Address 5222 North Bend Road
(If address is P.O. Box, also include street address.)

Cincinnati OH 45247-8004
City State Zip Code+4 (9 digits total)
County Hamilton State School Code Number* NA

Telephone (513) 389-3242 Fax (513) 389-3255

Web site/URL www.sainti.org E-mail saintignatiuschool@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 _____

Name of Superintendent* Brother Joseph Kamis, SM
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Cincinnati Tel (513) 421-3131

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson: Mrs. Maria Bonavita
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other

_____ NA TOTAL

2. District Per Pupil Expenditure: _____ NA _____

Average State Per Pupil Expenditure: _____ NA _____

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

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	70	45	115
K	39	47	86	8	58	45	103
1	49	52	101	9			
2	59	53	112	10			
3	62	54	116	11			
4	56	44	100	12			
5	51	60	111	Other			
6	56	46	102				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							946

6. Racial/ethnic composition of the school: 0.1 % American Indian or Alaska Native
2 % Asian or Pacific Islander
1 % Black or African American
0.3 % Hispanic or Latino
97 % White
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 0.8 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	3
(3)	Total of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	911
(5)	Total transferred students in row (3) divided by total students in row (4)	.008
(6)	Amount in row (5) multiplied by 100	0.8

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

9. Students eligible for free/reduced-priced meals: 8 %
 Total number students who qualify: 77

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7%
64 Total Number of Students Served

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

<u>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>6</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>37</u>	<u>2</u>
Special resource teachers/specialists	<u>10</u>	<u>3</u>
Paraprofessionals	<u>4</u>	<u>3</u>
Support staff	<u>7</u>	<u>7</u>
Total number	<u>60</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1*
 *Based on 39 total homerooms, including two half-day kindergarten classes/teachers.

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	98%	98%	97%	98%	97%
Teacher turnover rate	5%	10%	8%	3%	3%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA	NA	NA	NA	NA

Part III- Summary

As the key turns to open the door each school day, the commitment is to make St. Ignatius a great place to be a student, a parent, and a teacher. St. Ignatius Loyola School is a fully accredited Catholic elementary school serving students in kindergarten through eighth grade. In 1947 the Sisters of Mercy opened the four-room school for 105 students in Monfort Heights, a suburb on the edge of the city limits of Cincinnati, Ohio. The school has flourished with the community over the years and continues to grow in contrast to the local trends. Today, St. Ignatius is the largest Catholic grade school in the State of Ohio. Along with enrollment, the building and educational opportunities continue to expand.

The school has grown to 39 homerooms, with a total of 75 staff members and 948 students! St. Ignatius attracts students from 16 zip codes. Besides the homerooms, the handicapped accessible school has two science labs, an art studio, gymnasium, stage, Spanish room, tutor areas, a state of the art library/media/computer room, music room, nurse's office, full service cafeteria, and rooms for instructional specialists. The school psychologist and two speech pathologists have rooms in which to serve students. The campus also includes the church, parish center and meeting rooms, and a rectory for the three priests. The entire community enjoys the seven ball fields, half-mile walking track, tennis courts, courtyard, Lourdes grotto, and ample parking. The four elevators and 16 handicapped assessable restrooms on campus demonstrate the sustained commitment to serve all.

Success is rooted in a commitment to educate the whole person. The spiritual, moral, physical, emotional, and intellectual development of each student is promoted in a value-centered environment. In a cooperative effort with parents, the individual abilities of each student are challenged in such a manner to enhance self-worth and to attain excellence. The objectives of the school follow the curriculum recommended by the state and the Archdiocese of Cincinnati for elementary schools. The objectives enable the child to become more aware of his/her relationship with God and fellow man, to acquire knowledge by providing experiences necessary to gain mastery of subject matter, to develop effective communication skills and work habits, and to be aware of personal and social responsibility, including self-discipline.

St. Ignatius is a pioneer in its unique ability to successfully serve a wide range of learners. In 2001, the school received the Greater Cincinnati Inclusion Network Leadership Award. Students of all abilities are welcomed and challenged. This commitment to all learners has numerous benefits for all. A student's national percentile achievement score increases the longer the student attends St. Ignatius. By the 6th grade, the average scores place St. Ignatius in the top 10% of the Nation; these tests scores are higher than all neighboring schools. At the same time, approximately 70 students are identified as handicapped and formal accommodations are made to match the individual learning needs of over 200 students. Inclusion works at St. Ignatius. Teachers are encouraged to make accommodations as needed with the assistance of a support team that includes an inclusion coordinator, school psychologist, inclusion specialists, instructional specialists, teacher aides, peer tutors, and volunteers from the community.

St. Ignatius is recognized for excellence in the Greater Cincinnati Area. Xavier University and the College of Mt. St. Joseph frequently send college students to St. Ignatius for practicums, student teaching, and observations. The Archdiocese of Cincinnati directs educators and parents to St. Ignatius for examples of how to integrate technology, include special needs students, and support professional development. St. Ignatius has become a destination for other schools who are building their commitment to educate all learners.

The strength of St. Ignatius Loyola School is found in the dedication of its well-qualified staff to help parents educate the whole child. The commitment to serve the individual needs of all students is a natural outcome of this clear mission. The staff is self-motivated and fosters an atmosphere of professional learners. The clear alignment of purpose and practice works together as the school helps parents raise their children and prepare them for high school and the modern world. The motto for the school in 1947, as well as in 2007, stands strong: "All for the greater honor and glory of God."

Part IV- Indicators of Academic Success

1. Assessment Results:

Each October, all students in Grades 2,4,6 and 8 take the Terra Nova Achievement Test and InView Cognitive Ability Test following the policy of the Archdiocese of Cincinnati. Used together these nationally normed group tests report both predicted and actual achievement. Students' mean scores are analyzed two ways. First, the achieved level is compared to the predicted achievement level. At every grade level, in every subject, and every sub-subject, St. Ignatius students score at or above their predicted levels. Secondly, St. Ignatius students' mean score is compared to national percentiles. In the highest grade tested and in the most recent year tested, St. Ignatius students score in the top ten percent nationally. This is true year after year.

If a grade level percentile in reading is 50, the score indicates half the students score at or above the 50th percentile and half scored below the 50th percentile. Using the average reading score from the 2006 St. Ignatius eighth grade class, half of our eighth graders scored above the 87 percentile. This is 37 points higher than the national average of 50. Likewise, in math, half of the students scored above the 85 percentile, 35 points above the national average. These are clear indicators that the students are mastering the challenging curricula.

Trends in the average national percentile of the grade levels are examined. In the context of the low student mobility rate (.76%) the achievement of increasing average national percentiles each year indicates the longer a student is part of the St. Ignatius program, the higher the test scores. The same group of students with an average reading score at the 87th percentile in eighth grade scored at the 77th and 73rd percentiles in fourth and sixth grade respectively. The trend is consistent in math also. The same group of students with an average math score at the 85th percentile in eighth grade, scores at the 81st and 64th percentile in the sixth and fourth grade.

Less than ten percent of St. Ignatius students qualify for free or reduced lunch, and each minority ethnic/racial group makes up less than ten percent of the student population. Scores from students in these groups are included with the other scores and are not disaggregated. The policy of the Archdiocese is to exclude scores of students who have Individual Service Plans (ISP/IEP). These students are tested with accommodations according to their plans, but the results are not included in the group results. St. Ignatius does not participate in the state assessment system.

The standardized assessments results are only one indicator of academic success. In the past two years 97% (34 out of 35) of students who applied to selective high schools were granted admission based on entrance test scores. In addition, St. Ignatius students make up a disproportionate percent of area high school honor rolls, honor societies, and leadership roles. The students excel in extracurricular competitions. For example, students participating in the Future Cities Competition placed first in Ohio, first in the Midwest, and twelfth in the national competition. In the regional science fair, three students earned prestigious scholarships to the University of Cincinnati Engineering School.

2. Using Assessment Results

The test results are used to both measure the general program effectiveness on a grade level and an individual basis. With the average scores consistently in the top ten percent of the nation, the staff has the opportunity to analyze the subtests for strengths and relative weaknesses. Teachers regularly compare their classroom scores and teaching techniques. This recently resulted in a revision of the primary math schedule and a more differentiated approach.

Individual student results are used to help identify students who are over and underachieving. The results are used to precipitate both remedial and enrichment accommodations. As scores dictate, student profiles are discussed with the school intervention team and appropriate recommendations are made, implemented, and evaluated.

At St. Ignatius the classroom profile is intentionally of mixed ability, and the standardized assessment scores are used with other factors to preserve the desired mix. The exception is in eighth grade math. Experience shows that some students (usually between 33% and 50%) are developmentally ready for Algebra 1. In this case the math achievement score, the cognitive ability score, and math GPA are used to group the students by ability.

On an informal and confidential basis test scores are shared with several other schools with similar profiles. This allows the principals to use the data to identify programs and practices that are effective. A genuine collaborative effort exists to share local best practices.

In addition to the standardized testing data, the entire school program follows a cycle of using data to drive instruction. In addition to the usual communication with parents such as progress reports and conferences, every ten weeks the grade level team meets with the school intervention team to review the progress of each student with accommodations in the grade. All program changes are communicated to parents by voice and in writing.

3. Communicating Assessment Results

Individual and group data is shared on a regular basis. Parents of all students tested are provided with individual results along with interpretation guidelines and recommendations. The results of analyzing achievement levels versus predicted achievement levels are published in the school newsletter. Annually, testing results are part of the “State of the School” meeting. At this meeting parents are given test results in greater detail and have the opportunity to examine the original group documents first hand. Discussions are held in small groups with faculty, parents, and school committee (board) members.

Teachers and specialists assess the progress of students throughout the year and send graded papers home for review. Progress can also be monitored online through Powerschool software. Data shows that over 66% of the students have their grades accessed weekly and over 80% monthly. St. Ignatius operates under the promise to parents of no surprises at report card time!

4. Sharing Success

St. Ignatius is a recognized leader for best practices both locally and regionally. The St. Ignatius Inclusion Program has been presented by request at three Archdiocese of Cincinnati's principals' meetings, the University of Dayton teacher workshops, the Diocese of Indianapolis Educational Summit, the Diocese of Lexington Special Education Task Force. The program was also the focus of a graduate course for administrators at Xavier University taught by the principal.

"Mentoring", "Using an Inclusion Specialist in Your Classroom", "SmartBoards", "Being Your Best You" are all professional development opportunities held at St. Ignatius for the Archdiocese as well as the sixteen west side elementary schools in the past year and a half. Last year, two different schools (one neighboring and one from Lexington, KY) spent the day observing at St. Ignatius. The principal is the representative to the superintendent for the sixteen Catholic schools on the west side of Cincinnati and for all the elementary schools on the health care and contract committees. In this capacity the successful practices at St. Ignatius can be shared with all the schools in the Archdiocese.

Faculty members are encouraged to share their successful experiences. Two teachers are licensed Praxis assessors and are granted professional time to evaluate teachers in other schools attempting to earn an Ohio teaching license. Fourth grade science teachers meet regularly with area colleagues to develop lessons and assessment tools. The local universities use St. Ignatius for a placement site for student teachers. Successful extracurricular student programs are also shared with neighboring schools. St. Ignatius hosts the annual Bible Bowl, Speech Contest, and High School Information Night.

Part V- Curriculum and Instruction

St. Ignatius passionately believes that it is blessed with the diversity of gifts that the students bring with them. Whenever possible, the school follows an inclusion approach of instruction to meet the needs of all students. Differentiation plays an integral part in planning lessons as outlined in the Archdiocesan Graded Course of Study in all areas of the curriculum.

Religion: St. Ignatius places an emphasis on the traditions and beliefs of the Catholic Church as well as the importance of living the faith in students' daily lives. Inspired by these basic beliefs, St. Ignatius hosts the Bible Bowl every year and invites area schools to compete. Service projects are built into the curriculum across the grade levels. All students participate in school liturgies, which includes planning the mass and serving as lectors. The eighth grade liturgical dance group helps to proclaim the Gospel message. The message of the Gospel is incorporated into social programs such as Everybody Counts, In Control (chastity), and peer abuse workshops provided by the Council on Child Abuse.

Science: Effective inquiry-based science instruction incorporates hands-on activities and demonstrations. Two fully equipped science labs allow for experimentation and exploration. Junior high students take part in a science fair every year that is attended by parents as well as the entire school. A two-day health and safety fair is planned for the end of the year, pulling its focus from the Graded Course of Study objectives.

Social Studies: A dynamic, well-rounded social studies curriculum is supported by the annual sixth grade trip to Camp Campbell Gard where students take part in a live reenactment of the Underground Railroad. The three-day field trip allows for plenty of opportunities to build social interaction skills and practice cooperative problem solving. The Junior Achievement program is incorporated throughout the social studies curriculum.

Language Arts: Strong foundations in language arts are built upon research-based comprehensive reading instruction. Phonics is emphasized in the lower grades. Highly qualified teachers go beyond the basal series to enable students to experience language in different venues to enrich lessons. Students publish *The Eye of the Wildcat*, a student generated newspaper, on a quarterly basis. Students are also invited to participate in a speech contest where they compete with other schools in the area. Book clubs meet after school in several grades and have been very popular. The fifth grade participates in a Young Authors program where their work is published and shared.

Spanish: Students in grades 6-8 have the opportunity to enroll in Spanish. They meet for forty minutes twice a week to work on content-based language activities that build on the experience levels of each grade. The class focuses on basic conversation, vocabulary, grammar, and usage of verbs. Students get a head start for high school by studying a foreign language. A popular field trip is a visit to a local Mexican restaurant. This foreign language program meets the requirements of the NCLB-BRS program.

Technology: Technology is a staple in all areas of the curriculum. All classrooms are equipped with Smartboards and computers. Teachers use personal laptops for grading purposes. The computer lab of the '90's has evolved into a state of the art media room that includes the library, a classroom size computer lab, and a lounge to promote reading with couches and soft lighting. Students in grades two through eight participate in computer classes taught by a full-time technology specialist.

The Arts: St. Ignatius employs full time art, music, and physical education teachers. Students interested in music are encouraged to take part in the chime choir, guitar group, bell choir, or band lessons. Creative students may join photography, art, and drama clubs. Physical health is promoted with the opportunity to join Irish dance, Ropin' Rockets (a national jump rope team), and to be a part of Wildcats on the Move, a walking/running club. Fine Arts Week takes place in May to celebrate all forms of art from pottery making to introducing theatrical dance moves. The After School Enrichment program also exposes students to many areas of special interest like chess, woodworking, scrapbooking, and karate. The arts program includes six fieldtrips to Children's Theater and attendance at six School House Symphony concerts.

2a. Reading

The reading program at St. Ignatius, based on the Archdiocesan Graded Course of Studies, is built upon strong foundations in fluency, phonics, vocabulary, and comprehension. The formation of strategic readers and a life-long love of reading are the primary goals. Embedding well-founded literacy skills in students is achieved in the following ways:

Students in grades one through five are supported by a basal reading series, whereas the middle and upper grades teach reading by using a literature-based approach. All students are exposed to a wide variety of literature including novels, short stories, poetry, and plays, as well as activities to further promote literacy. For example, a weeklong puppet workshop taught by Madcap Productions makes the curriculum come alive for sixth graders who explore the Middle Ages through novels. Accelerated Reader programs and after school book clubs provide opportunities for students to nurture a love for reading.

Phonics is a strong component in the reading program at the primary level. Beginning in Kindergarten, students learn and experiment with phonemes. Take-home literacy bags filled with activities are provided. Teachers believe that early intervention strategies are the most effective; therefore, they collect data using measures such as D.I.B.B.L.E.S., Slosson, and interest inventories in the early primary grades. The speech and language therapist screens all kindergarten students and provides therapy and interventions as needed.

Daily reading activities that span the curriculum keep the students engaged. A well-stocked library is filled with an extensive collection of books to read for pleasure. Cross-grade tutors read to the younger students. Students are accustomed to performing excerpts from novels and giving poetry presentations for their class.

Students who need extra help in reading have a team of support personnel that includes speech/language pathologists, inclusion specialists, tutors, and aides who can strengthen the foundation with research-based practices. Classes differentiate activities so that all members are reading. The comprehensive reading program at St. Ignatius is formally evaluated by teachers and parents every five years. It continues to evolve and grow to meet the individual needs of its students.

3. Mathematics

Students at St. Ignatius are challenged and prepared with essential skills and concepts needed to make accurate calculations, solve problems, and apply math equations in a logical process. In accordance with the school mission, students use both real life and theoretical examples in their studies. By using manipulatives, technology, and direct teacher instruction, students are able to pursue mathematical challenges at their own speed and level of difficulty.

Primary teachers have introduced an extra ten-minute math drill at the beginning of each class. They are examining the data that is accumulating to determine strengths and weaknesses of their students in order to direct future lessons. Smartboard technology, calculators, and a Plato software system enhance and support what is taught in the classroom. Algebra is taught in the upper grades for those students who are developmentally ready. Students participate in the Math Counts competition and receive competitive scores.

Math assessment is ongoing and comprehensive. In addition to the standardized testing in this report, students are assessed in every class both formally and informally to determine the effectiveness of instruction. For example, primary teachers will often use individual whiteboards to obtain immediate feedback informally from their students. The school has classroom sets of handheld Senteo remotes that work in conjunction with the Smartboards so that a class can key in answers; results are tabulated instantly for the teacher. Students are encouraged to show their work on formal tests to substantiate the process they used to arrive at their solution.

A math specialist is on staff to help meet the needs of both students who need remedial help as well as students who need challenging enrichment activities. Students on special learning plans work with inclusion specialists using a modified curriculum when needed. Accommodations are made through a joint effort of teachers, specialists, and parents.

4. Instructional Methods

St. Ignatius continually strives to improve student learning. Teachers are encouraged to utilize their individual talents and strengths when planning lessons and teaching their students. The result of this thinking is a confident faculty who does not hesitate to be creative, plan unique activities, and challenge students on a daily basis. Teachers are committed to utilize student time effectively when planning lessons. As you walk through the halls of St. Ignatius, it is common to see cooperative learning groups working on a project, math games, hands-on activities, debates, and presentations. Higher-level thinking is stimulated through questioning techniques and addressing multiple intelligences.

Since St. Ignatius firmly believes in the education of the whole child, a team exists for each student that includes the combined efforts of administration, teachers, and parents. Support personnel are on staff for those who need extra attention and help. St. Ignatius acknowledges the differences among its students and, therefore, has strategies in place that produce substantial results in meeting their needs. An inclusion model of instruction provides individual attention in class. Students also have access to intensive small group instruction with specialists and tutors. A cross-grade tutoring program matches older students with younger ones to help with drill and practice activities.

On-going, substantive assessment is collected both formally and informally. Terra Nova testing and Archdiocesan-mandated Writing Samples and Religion ACRE tests provide formal assessment data. Emphasis is placed on individual success. Students are encouraged to achieve and grow according to their own abilities and talents. St. Ignatius rewards effort with a system of Principal's Awards.

In addition to meeting the academic needs, commitment to educating the whole child is clearly visible. After school enrichment classes, book clubs, Wildcats on the Move, Chess Club, It's Academic and Bible Bowl competitions, Speech Contest, and the bowling team are just a few ways that St. Ignatius challenges its students to be the best person they can be.

5. Professional Development

St. Ignatius is committed to the coherent, ongoing professional development of its faculty and staff. All 43 teachers are certified and follow a written plan for ongoing professional development. Eighteen teachers have their Master's degrees, one is National Board Certified, two are Praxis III assessors for new teachers in the State of Ohio, and 50% of the faculty in grades 5-8 are male. In addition, eight of our present faculty are licensed inclusion specialists in addition to their regular teaching licenses. Our thirteen instructional specialists include the following: art, computer/technology, music, physical education, speech/language pathologists, inclusion specialists, psychologist, and reading and math instructors.

Teachers demonstrate cutting edge theories in education and receive training locally and at a state wide level. School sponsored in-services have included training on topics such as Smartboard, Plato software, and PowerGrade. "Breakfast Bytes" are a series of workshops designed by the school to address current issues that have included vision disorders, math equations, and energy techniques. St. Ignatius was invited to join Xavier University's Initiative for Catholic Schools. In this Initiative, select science and math teachers are provided with extensive training in best practices and pertinent curricular topics in education over the next five years. St. Ignatius also created a partnership with the State of Ohio and Xavier University and hosted a college level cohort to train teachers from six area schools for licensure as inclusion specialists.

All teachers must submit a personal professional development plan that is reviewed by administration and the Archdiocese and is aligned with the school goals. Teachers have access to two professional days during the school year to help facilitate training. In addition, the Teacher Professional Development Fund has been established at St. Ignatius to encourage and defray course and workshop fees. This benefit, as well as the positive charged atmosphere among the close-knit faculty, makes St. Ignatius a great place to be a student, a parent, or a teacher. The result of this professional training has made an impact on student learning. In turn, the St. Ignatius community feels very fortunate to have such a talented, dedicated, and knowledgeable faculty.

PART VI - PRIVATE SCHOOL ADDENDUM

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

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

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

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

\$1380/1/2					
\$2600	\$2170	\$2170	\$2170	\$2170	\$2170
K	1 st	2 nd	3 rd	4 th	5 th
\$2170	\$2170	\$2170	\$ _____	\$ _____	\$ _____
6 th	7 th	8 th	9 th	10 th	11 th
\$ _____	\$ _____				
12 th	Other				

4. What is the educational cost per student? \$3486
(School budget divided by enrollment)

5. What is the average financial aid per student? \$1368

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 39%

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

Private School Reporting Assessment Data
Referenced Against National Norms
St. Ignatius Loyola

Terra Nova
 Second Edition /2001
 CTB/McGraw-Hill
 Scores are reported as percentiles.

	2006	2005	2004	2003	2002
Testing month: October	October	October	October	October	October
Grade 8					
Reading	87	84	82	85	85
Mathematics	85	88	88	80	83
Number of students tested	90	77	86	86	90
Percent of total students tested	92	91	96	94	95
Number alternatively assessed*	8	8	4	6	5
Percent alternatively assessed	8	9	4	7	5
Grade 6					
Reading	77	72	77	78	83
Mathematics	82	84	81	78	83
Number of students tested	103	95	95	81	85
Percent of total students tested	89	94	93	92	94
Number alternatively assessed*	13	6	7	7	5
Percent alternatively assessed	11	6	7	8	6
Grade 4					
Reading	77	83	75	73	73
Mathematics	69	74	71	69	64
Number of students tested	102	87	101	94	90
Percent of total students tested	90	92	92	94	96
Number alternatively assessed*	12	8	9	6	4
Percent alternatively assessed	11	8	8	6	4
Grade 2					
Reading	74	66	75	76	70
Mathematics	80	73	73	76	76
Number of students tested	103	87	98	87	103
Percent of total students tested	90	97	97	97	98
Number alternatively assessed*	11	3	3	3	2
Percent alternatively assessed	10	3	3	3	2

* Following the policy of the Archdiocese, alternatively assessed numbers account for students with identified handicaps/ service plans.

