

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School: (Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

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

Official School Name Sts. Joseph and John Interparochial School
(As it should appear in the official records)

School Mailing Address 12580 Pearl Road
(If address is P.O. Box, also include street address.)

Strongsville Ohio 44136-3417
City State Zip Code+4 (9 digits total)

County Cuyahoga State Ohio School Code Number* 056853

Telephone (440) 238-4877 Fax (440) 238-8745

Web site/URL www.sjjschool.org E-mail dthomas@sjjschool.org

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

(Principal's Signature) Date _____

Name of Superintendent* Ms. Margaret Lyons
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Cleveland Tel. (216) 696-6525 ext. 1022

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 Mr. Thomas Whitely
(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 _____

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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

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

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

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 12 Number of years the principal has been in her/his position 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	17	17	34	7	38	42	80
K	47	41	88	8	30	27	57
1	50	25	75	9			
2	29	23	52	10			
3	37	35	72	11			
4	32	30	62	12			
5	38	40	86	Other			
6	46	40	86				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							688

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian or Pacific Islander
1 % Black or African American
1 % Hispanic or Latino
95 % 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: 2 %

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	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	655
(5)	Total transferred students in row (3) divided by total students in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

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

Number of languages represented: 1

Specify languages: English

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 29

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: $\frac{3}{17}$ % 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.

___ Autism	___ Orthopedic Impairment
___ Deafness	<u>1</u> Other Health Impaired
___ Deaf-Blindness	<u>10</u> Specific Learning Disability
___ Emotional Disturbance	<u>6</u> Speech or Language Impairment
___ Hearing Impairment	___ Traumatic Brain Injury
___ Mental Retardation	___ Visual Impairment Including Blindness
___ 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>	_____
Classroom teachers	<u>26</u>	_____
Special resource teachers/specialists	<u>6</u>	<u>6</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>45</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	99%	98%	99%	99%	99%
Daily teacher attendance	98%	99%	98%	99%	99%
Teacher turnover rate	2%	3%	3%	0%	0%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

Sts. Joseph and John Interparochial School is one of the largest Roman Catholic PreK-8 elementary schools in the Diocese of Cleveland. Fully accredited by the state of Ohio, this school of 688 students is located in Strongsville, Ohio. The elementary school opened in 1950 as St. Joseph School with a staff of only a principal and four teachers and grew to become the benchmark model of “clustering” achieved in 1978 by the two Strongsville parishes, St. Joseph Church and St. John Neumann Church. The name of the school changed at that time to reflect the collaborative efforts of the two parishes.

Sts. Joseph and John Interparochial School’s mission remains: to share the Good News of the love of Jesus, to instill a sense of hope for the future, and to strive for excellence in education. In addition, the school strives to develop the whole child: spiritually, morally, intellectually, socially, and physically. Through a cooperative and successful working partnership with the parents, Sts. Joseph and John Interparochial School provides each child not only the opportunity to grow in lasting Christian attitudes and practices, but also to excel in the 21st Century skills necessary to be successful in this changing world.

As the only Catholic school in Strongsville, Sts. Joseph and John’s population of 688 students includes primarily students from families who are members of the two parishes in the suburb. Also represented are children from families of three nearby suburban parishes. Since opening in 1950 with a building of only four classrooms, the school has grown to include 26 classrooms, a gymnasium, a media center, a computer lab, a science lab, an art center, expanded office space, and a modular unit, including space for remediation in reading and math, an enrichment reading program, a speech and language pathologist, and an educational psychologist.

Sts. Joseph and John Interparochial School is proud of its full compliance with the No Child Left Behind legislation, and the staff is committed to assisting each child reach his/her potential. A detailed School Improvement Plan, approved by the Ohio Catholic School Accrediting Association, provides strategies and direction for continuous school improvement. Assessment results are reviewed annually, with the data driving the decision- making in curricular, co-curricular, and extracurricular offerings. Interventions, differentiated instruction, state of the art equipment and technology, and accelerated offerings, such as Algebra and Spanish, are available to students.

The excellence of Sts. Joseph and John Interparochial School is evident in its many co-curricular and extracurricular offerings and in the numerous awards earned by students, staff, and by the school itself. In addition to the 99% of students who apply and are accepted into selective Catholic high schools, many receive scholarships to those institutions. In fact, many alumni receive National Merit honors, acceptance into, and scholarships from prestigious national universities. Sts. Joseph and John Interparochial School is truly an integral part of the community it serves as is evident in the involvement and many service projects undertaken by staff, parents, and students. Student ministries, including Student Council and the Kiwanis Builders’ Club, model the importance of “giving back” to the community.

Parents are vital to the school’s growth and are encouraged to participate in collaborative decision-making, fundraising, and policy formation opportunities. Many examples of this teamwork concept include: the Principal’s Advisory Committee, the Technology Committee, the School Committee, the Marketing Committee, and the Parent Teacher Union.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Sts. Joseph and John Interparochial School uses the Iowa Tests of Basic Skills Form A to test students in grades one through seven and **the results are regularly in the top ten percent nationally**. No state assessments are used. There are no subgroups to report, and no student is excluded from the testing process. The additional testing of students in grades 2, 4, and 6 began two years ago, and these results are used as intervention indicators, but are not included in all summary reports. The scores in grades 1, 3, 5, and 7 are used in all summary reports, and they reflect high achievement results in reading and math.

In 2007, the percentile rank of the National Student Norms for grade seven, the highest grade tested, were 78% tile in reading and 79% tile in mathematics which reflects scoring in the top ten percent nationally. Over the past five years, while using the National Student Norms, the reading scores have averaged 81% tile and the mathematics scores 82% tile for grade 7. High rates of achievement are also reflected in grades 1, 3, and 5 with five year averages in reading of 84, 75, and 78, and in mathematics, 78, 76, and 83 respectively.

The norms for the ITBS Form A changed for the 2007 test. When using the National School Norms for 2007, the Core Total Average for grades 1, 3, 5, and 7 was 91% tile.

In review, it is very clear that the Sts. Joseph and John Interparochial School is meeting and exceeding the educational needs of the students.

2. Using Assessment Results

Sts. Joseph and John Interparochial School uses assessment data to understand and improve student and school performance in many ways. Assessment results are analyzed in terms of the School Improvement Plan. The assessment results certainly help determine the allocation of resources for the future.

The test results also provide a needs assessment/gap analysis for a grade, a department, and/or a teacher so that improved curriculum and instruction can result the following year. The scope and sequence of the curriculum can be defined, with additional professional development in curriculum mapping and other areas possibly being needed. Assessment results over time can be charted from year to year to record student progress. Results can help establish enrichment and remedial class offerings for the future. Acknowledgement is given as benchmarks are achieved and goals are met.

The results of the Iowa Tests of Basic Skills and the Cognitive Abilities Test are used for many purposes. Highlighting at risk and academically advanced students is very helpful to teachers. Teachers can identify discrepancies in student performance and make changes in the classroom environment to meet the needs of all students. The test results can also signal a student that may need further testing or a student who struggles during testing and may need adaptations. Interventions can be developed, and focused, differentiated instructional needs may surface through the in-depth study of the assessment results. Assessment results are also used to reinforce the successful use of certain materials and methods by teachers to meet the needs of all students.

Parents are also very interested in assessment results. The administration and faculty feel that it is imperative that these test scores be presented to parents in a clear and in a timely fashion so that the parents can also be instrumental in making necessary change and in providing support and encouragement to the children.

3. Communicating Assessment Results

Sts. Joseph and John Interparochial School communicates student performance, including assessment data, to students, parents, and the community on a regular basis and through a variety of methods. Teachers provide feedback to students on a daily basis by sharing individual test results, homework scores, and classroom work results. Individualized conferences may be requested by teacher or by parent. The daily closed circuit TV announcements include congratulatory remarks for students' individual and team efforts.

The school also communicates regularly with parents in many ways. The school website provides announcements, a school calendar, and access to the Edline system, an electronic communication system. This system is used extensively by teachers to post grades, homework, and classroom assignments so that parents may be kept informed. Edline, updated bi-weekly, reports praise and concerns and can serve as a progress report. A Parent Information Night is held annually to field parent questions and present expectations. Weekly class folder reports also serve this same purpose of open communication. Besides using the regularly scheduled conference days to meet, teachers and parents may always set up a phone or in-person meeting to discuss grades, behavior, and assessment results. The monthly Principal's Newsletter is also posted electronically and sent home to share school updates.

Bulletin boards in the school provide information about students and alumni and can be seen by parents and visitors. Student presentations from the pulpit at Masses are used as another means of communication. The Annual State of the School Report is distributed to parents and the community alike. The school also communicates frequently with the community, taking advantage of many resources. The local newspaper, The Sun Star, Mimi's Community Magazine, the church bulletins, and the Catholic Universe Bulletin are used to share information and highlight the accomplishments of students, teachers, and programs at Sts. Joseph and John School.

4. Sharing Success

Sts. Joseph and John Interparochial School is a well respected school in the Diocese of Cleveland as well as in the Strongsville community. At regular Diocesan meetings, our Principal and faculty share many of their successes and ideas concerning the continued Catholic education of children. The Principal serves on the High School Board of Directors at Magnificat High School which provides yet another opportunity to share the school's successes and information with high school personnel.

A collaborative Catholic High School Night is hosted with a nearby school, alternating sites each year. Also held are Pre-School and Kindergarten Information Nights. These events provide members of the community an opportunity to come and see first hand the educational programs that are offered. An Open House is held during Catholic Schools Week every January. This provides yet an additional opportunity for parents of current families, and prospective families, to tour the school campus and to meet faculty and students. The school's website, www.sjjschool.org, is a wonderful way for people to discover information about the school community.

The unique kindergarten program is an example for other schools in the Diocese and throughout the state. An option of either a full-day or half-day program is offered. Both programs meet and exceed the content standards of the State of Ohio and the Diocese of Cleveland. Opportunities are extended to other diocesan schools to tour these facilities.

The new Pre-School program is well attended and fully certified by the State of Ohio. This program was opened in an attempt to meet the needs of the growing Strongsville community and to begin fostering Catholicity in preschool aged children.

Sts. Joseph and John Interparochial School is a host to area colleges and high schools providing opportunities for education majors to complete student teaching and field experience requirements. Many faculty members are currently enrolled in graduate courses as well as professional development courses to create an even more outstanding educational community for students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The curriculum at Sts. Joseph and John Interparochial School follows an enhanced Diocesan Graded Course of Study based on National and Ohio State Content Standards. The curriculum program consists of Religion, Mathematics, Language Arts (Reading, Phonics, English, Spelling, and Handwriting), Social Studies, Science, Health, Physical Education, Art, Music, Computer, and Spanish (Grades 1-8). The careful implementation of the pupil performance objectives is then determined by faculty and administration. Appropriate textbooks, materials, and other resources are also reviewed on a regular basis. Some of the most recent purchases include textbooks with on-line capabilities.

Sts. Joseph and John Interparochial School is actively engaged in developing Curriculum Mapping. These maps are tools used by faculty to communicate what has been taught and when it has been taught at each grade level. Overlaps and skill gaps can be determined and addressed through this in depth study.

The Religion program offers many opportunities for growth in faith through in-service projects, discipleship, and social justice. In an effort to be pro-active in meeting our ever-changing society, week-long learning experiences are offered in anti-bullying and education in drug and alcohol related areas. All students participate in the service projects offered continuously throughout the year. Kindergarteners collect food for the needy by the letter of the alphabet they are studying, and fifth graders commit to a year long pen pal project with shut-ins and members of the armed forces. School-wide bake sales are held to support an El Salvador Mission and to supply the needs of at risk pregnant teens.

Mathematics in all grades includes computational skills, math concepts, and problem solving skills. The K-6 math curriculum is supplemented with a drill and practice program to help with concept mastery. In Junior High (Grades 7-8), the students are leveled according to ability. Algebra 1 is offered to allow advanced students the opportunity to earn high school credit in this subject area. Students compete and excel in math competitions sponsored by the National Council of Teachers of Mathematics (NCTM) and the local public school district.

The Language Arts curriculum recognizes that communication skills are the foundation of all other learning. Reading classes incorporate the Accelerated Reading Program and the cross-curricular Language Arts program, “Writing Across the Curriculum” was developed so students can practice writing skills in all disciplines. Also offered to students is the annual Scripps Howard Spelling Bee, the Power of the Pencil Program, and an introduction to debate.

Social Studies is taught in all eight grades and incorporates each of the seven strands listed in the Graded Course of Study, including: religious heritage, history, people in societies, geography, economics, government, and citizenship rights and responsibilities.

The Science curriculum focuses on kinesthetic scientific discovery for all students to enable them to engage in the use of scientific inquiry. New laboratory facilities at Sts. Joseph and John School have allowed for the expansion of the Science curriculum and participation in the Science Olympiad Program.

Health and Physical Education classes promote physical fitness, self-esteem, and good sportsmanship. Many activities are offered to promote lifelong health and wellness, including Jump Rope for Heart, Field Day, the D.A.R.E. program, and numerous CYO Sports choices.

The Fine Arts Program, including art and music, promotes personal growth for students as they study the history of art and music, the lives of famous composers and artists, and their artistic techniques. Students have hands-on experiences with art and live musical performances through field trip experiences.

Computer classes are offered to students so that they can learn and practice skills in graphic design, desktop publishing, spreadsheet use, word processing, database use, Internet research, and keyboard skills. Technology is integrated into every part of the curriculum, as teachers and students explore and research topics by using the computers and Smart Board in their classrooms, as well as the mobile laptop labs.

Spanish is taught to every student in grades 1-8 and is part of the core curriculum in the upper grades. Language acquisition is a process which includes reading and the interpretation of Spanish words and sentences, in addition to verbal fluency. Cultural holidays, including Cinco de Mayo, are celebrated to promote multicultural diversity. The foreign language curriculum meets the requirements of the NCLB-BRS program.

2. Reading

The Sts. Joseph and John Reading Curriculum is guided by the national standards, the State of Ohio Standards, and the Cleveland Diocesan Graded Course of Study. This holistic approach to literature promotes many enrichment activities including a school Book Club, a school Spelling Bee, the Accelerated Reading Program, exposure to live theater, and opportunities to perform original works. Parent involvement and peer reading tutors are used extensively in the primary grades so that young students have many opportunities to read orally and practice their skills.

Starting with the Kindergarten Program and continuing through the primary grades, the emphasis is on building a strong Language Arts foundation. The primary grades concentrate on phonemic awareness, decoding skills, vocabulary acquisition and application, reading comprehension and fluency, writing readiness, listening and speaking strategies, and study skills. The intermediate grades reinforce what has already been mastered by the students and emphasize comprehension and study skills, vocabulary development and fluency, journal writing, and reference skills. The upper grades focus on strategies for becoming a lifelong reader. The concentration is on poetry, trade books, drama, critical thinking, listening strategies, and writing for varied audiences.

Students demonstrating advanced reading skills participate in an enrichment reading program open to grades two through six. At-risk students are identified early and work with individual or small group instructors, and an intervention specialist, benefiting from many proven strategies to help them succeed.

The faculty, after careful research evaluation, and assessment analysis, developed a multi-faceted literacy program that links reading, spelling, phonics, and writing. The assessment results support the success of this reading program.

3. Mathematics

Sts. Joseph and John Interparochial School, as stated in its mission statement, strives for excellence in mathematics education. The national standards and the State of Ohio Standards are followed, as well as

the Diocesan Graded Course of Study. Programs emphasize mathematical concepts, computational skills, and the relationship between these and practical application in daily life tasks. Geometry and Algebraic concepts are taught in all grades. Algebra I is offered in eighth grade to those who have mastered pre-algebra skills.

Kinesthetic, auditory, and visual methods are utilized in the development and presentation of innovative lessons. Manipulatives, measurement tools, technology software, interactive Smart Boards, games, and flashcards are used to help convey ideas and provide opportunities for practice, and to promote integration with other areas of study. The Simple Solutions Program provides opportunities for review and reinforcement of previously taught skills. Problem solving is taught as a multi-step process which encompasses visual aids such as charts and diagrams, as well as arithmetic and algebraic calculations. Multiple ways of solving the same problems are explored and encouraged. Problems of the Day/Week are utilized for additional practice as well as enrichment opportunities.

Students' individual needs are addressed in many ways, including small group instruction, faculty and parent math tutors, and classroom aides for remedial needs, cooperative groups, and peer tutoring. More able students receive supplemental work designed to further challenge them and to stimulate critical thinking. Assessment is ongoing, and the results are used to ensure the highest quality mathematics instruction for all students.

4. Instructional Methods

Sts. Joseph and John Interparochial School serves a large population of students with a variety of learning styles and learning needs. Some students have Individualized Learning Plans (IEPs) while others have Supplemental Educational Goals and Objectives (SEGOs) to guide and assist in their instruction. Teaching methods that are used on a daily basis include: direct teaching, cooperative learning, lecture, discussion, brainstorming, small group work, role playing, and various practice strategies.

Every teacher in the building facilitates learning by taking into account the different learning modalities of the students. At any time in the school, teachers can be found using assorted methods that address the visual, auditory, kinesthetic, and combination learners. Some of these visual techniques include the use of: guided imagery, demonstrations, note taking practice, highlighting main ideas/details, flash cards, color coding, diagrams, photographs, charts, graphs, maps, films, TV and acronyms. Some auditory techniques include the use of: auditory tapes, reading aloud, listening and taking notes, lectures, oral instructions, repeating ideas orally, choral reading, and using rhythmic sounds. Many kinesthetic techniques are also used on a regular basis by teachers, including: experiments/labs, role playing and acting out scenes, games, problem solving, field trips, writing notes, making lists, props, and associating emotions with concepts.

Sts. Joseph and John Interparochial School also implements many different intervention strategies for those children who are experiencing difficulty in the learning process. Some of these include: small group instruction, inclusion tutors, peer tutoring, teacher tutoring before and after school, guided reading study materials, conferencing, group projects, repetition, extra credit, teacher aides, parent volunteers, and interactive computer software.

It is important to note that when teaching any lesson, teachers also incorporate faith and Catholic values into their plan. They build the self-image of the child by sending positive notes and emails to parents, by nominating a student for the Character Development Witness Program or the Principal's Academic Excellence Corner. Exemplary students are also nominated weekly by teachers to earn a special luncheon experience at the Viking Café (a designated area of the school cafeteria) where they can enjoy dining with the principal and assistant principal.

5. Professional Development

All teachers at Sts. Joseph and John Interparochial School are licensed by the state of Ohio. Over one third have Masters' Degrees, and all have completed some post graduate work. The faculty members all belong to the professional organization, National Catholic Education Association (NCEA). In addition, many belong to other professional organizations, such as the National Council of Teachers of Mathematics (NCTM), the Association for Supervision and Curriculum Development (ASCD), American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), the Ohio Alliance for Health, Physical Education, Recreation, and Dance (OAHPERD) and the National Council for Social Studies (NCSS).

Teachers also subscribe to numerous professional journals and have even created a Professional Development Lending Library for each other. All teachers are required to have an Individual Professional Development Plan (IPDP) which reflects the School Improvement Plan (SIP) and includes their goals in the areas of technology, religion, and academics. Encouragement is provided, and funding is available to support the attendance of staff at professional development offerings. Teachers work through the Local Professional Development Committee and are required to participate in ongoing professional learning. This must focus on maintaining/achieving excellence in teaching and student achievement. Teachers are also trained in the "VIRTUS" Protecting God's Children Program sponsored by the Diocese of Cleveland. Recent opportunities in professional development have included: curriculum mapping, assessment strategies, cross curricular writing, Easy Grade Pro software, Edline use, Smart Board use, and the utilization of INFOhio, an Ohio educational database.

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.

Private school association(s): Diocese of Cleveland
 St. Joseph Parish
 St. John Neumann Parish
 National Catholic Education Association
 Ohio Catholic School Accrediting Association

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

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

<u>\$2,163</u> K	<u>\$2,163</u> 1 st	<u>\$2,163</u> 2 nd	<u>\$2,163</u> 3 rd	<u>\$2,163</u> 4 th	<u>\$2,163</u> 5 th
<u>\$2,163</u> 6 th	<u>\$2,163</u> 7 th	<u>\$2,163</u> 8 th	<u>\$ NA</u> 9 th	<u>\$ NA</u> 10 th	<u>\$ NA</u> 11 th
<u>\$ NA</u> 12 th	<u>NA</u> Other				

4. What is the educational cost per student? \$3,806.00
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$42.00

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 3 %

PART VII - ASSESSMENT RESULTS

**REFERENCED AGAINST NATIONAL NORMS
 Without Subgroups
 Sts. Joseph and John School, Strongsville, Ohio**

Iowa Test of Basic Skills
 Form A, Norms 2000
 *Norms 2005
 The Riverside Publishing Company

Scores are reported as percentile rank average SS-National Student Norms.
 No students are excluded from the test.

	*2007	2006	2005	2004	2003
Testing month	March	March	April	March	March
Grade 7					
Reading	78	81	83	84	80
Mathematics	79	85	87	84	77
Number of students tested	55	86	70	94	86
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 6					
Reading	72	73	NA	NA	NA
Mathematics	82	79	NA	NA	NA
Number of students tested	90	62	NA	NA	NA
Percent of total students tested	100	100	NA	NA	NA
Number alternatively assessed	0	0	NA	NA	NA
Percent alternatively assessed	0	0	NA	NA	NA
Grade 5					
Reading	76	81	75	81	79
Mathematics	80	89	78	83	80
Number of students tested	83	96	67	96	87
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 4					
Reading	81	83	NA	NA	NA
Mathematics	84	85	NA	NA	NA
Number of students tested	86	78	NA	NA	NA
Percent of total students tested	100	100	NA	NA	NA
Number alternatively assessed	0	0	NA	NA	NA
Percent alternatively assessed	0	0	NA	NA	NA

ASSESSMENT RESULTS
REFERENCED AGAINST NATIONAL NORMS
Without Subgroups
Sts. Joseph and John School, Strongsville, Ohio

Iowa Test of Basic Skills
 Form A, Norms 2000
 *Norms 2005
 The Riverside Publishing Company

Scores are reported as percentile rank average SS-National Student Norms.
 No students are excluded from the test.

	*2007	2006	2005	2004	2003
Testing month	March	March	April	March	March
Grade 3					
Reading	66	79	79	79	72
Mathematics	72	83	80	80	65
Number of students tested	58	90	82	98	67
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 2					
Reading	76	78	NA	NA	NA
Mathematics	80	77	NA	NA	NA
Number of students tested	51	55	NA	NA	NA
Percent of total students tested	100	100	NA	NA	NA
Number alternatively assessed	0	0	NA	NA	NA
Percent alternatively assessed	0	0	NA	NA	NA
Grade 1					
Reading	91	86	80	81	80
Mathematics	74	81	77	79	81
Number of students tested	70	71	56	93	87
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0