

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

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

Name of Principal: Mr. Peter H. Corrigan

Official School Name: St. Ignatius High School

School Mailing Address:
1911 West 30th Street
Cleveland, OH 44113-3495

County: Cuyahoga State School Code Number*: 053629

Telephone: (216) 651-0222 Fax: (216) 961-2582

Web site/URL: www.ignatius.edu E-mail: president@ignatius.edu

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

(Principal's Signature) Date _____

Name of Superintendent*: Reverend John Libens, S. J.

District Name: N/A Tel: (216) 651-0222

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Frederick DiSanto

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 0 | Elementary schools |
| 0 | Middle schools |
| 0 | Junior high schools |
| 0 | High schools |
| 0 | Other |
| 0 | TOTAL |

2. District Per Pupil Expenditure: 0

Average State Per Pupil Expenditure: 0

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. 5 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			0	7			0
K			0	8			0
1			0	9	390		390
2			0	10	357		357
3			0	11	330		330
4			0	12	348		348
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1425

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
3 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
87 % White
4 % Two or more races
100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is 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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	72
(3)	Total of all transferred students [sum of rows (1) and (2)].	75
(4)	Total number of students in the school as of October 1.	1436
(5)	Total transferred students in row (3) divided by total students in row (4).	0.052
(6)	Amount in row (5) multiplied by 100.	5.223

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

Total number limited English proficient 0

Number of languages represented: 20

Specify languages:

Chinese, Spanish, Tagalog, Korean, Arabic, Greek, Polish, Italian, Slovak, Croatian, German, Ukrainian, Ibo, Spanish, French, Gujurati, Tamil, Hindi, Vietnamese, Berber

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 88

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

N/A

10. Students receiving special education services: 2 %

Total Number of Students Served: 30

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>10</u>	<u>0</u>
Classroom teachers	<u>92</u>	<u>1</u>
Special resource teachers/specialists	<u>13</u>	<u>2</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>23</u>	<u>0</u>
Total number	<u>140</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :1

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	97%	98%	97%	98%	98%
Teacher turnover rate	3%	5%	3%	7%	5%
Student dropout rate	2%	1%	2%	2%	5%

Please provide all explanations below.

Please note that none of our students actually "drop-out", rather, they transfer to other schools.

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

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

Graduating class size	351	
Enrolled in a 4-year college or university	<u>98</u>	%
Enrolled in a community college	<u>1</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>1</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

St. Ignatius High School, a 1985 National Exemplary School, is a four-year Jesuit high school for boys located in Cleveland, Ohio. The school, mission driven and rooted in Catholic tradition and the Spiritual Exercises of St. Ignatius Loyola, prepares young men for their adult lives by:

- Challenging them to academic excellence and the desire for life-long learning
- Nurturing them to be open to growth, intellectually competent, religious, loving, and committed to work for peace and justice
- Inspiring them to know, love, and serve Jesus Christ

In summary, the school's primary focus is to develop each student to be a "Man for Others."

Founded in 1886 at its present location, the school sits in the heart of the city and enrolls over 1,400 students who represent a broad range of economic and ethnic backgrounds. The students come from 177 schools, 100 cities, and 7 counties. Typically, 98+ percent will enroll in four-year colleges within one year of graduation, many matriculating to some of our nation's finest universities.

Key to the school's success is the dedication of the administration, faculty, and staff to meeting the needs of each student. All stakeholders in the school community work cooperatively to provide for all student needs: a focus on spiritual, religious, and moral education; a strong academic program reflected in high levels of student, faculty, and alumni achievement; one of the strongest athletic programs in the nation; and opportunities for co-curricular experiences in a wide variety of endeavors, including a number of extraordinary service programs. The school focuses on meeting the educational needs of all students, including those requiring remedial or enrichment experiences.

St. Ignatius has a long tradition of academic excellence. The students are selectively admitted based on previous school records, admission test results, and teacher/principal recommendations. Required coursework for graduation exceeds state standards and includes English, Theology, Lab Science, Mathematics, Social Studies, Foreign Language, Fine Arts, Oral Interpretation, Health, Physical Education, Computer Concepts and Applications, and electives.

Student performance on national and state tests demonstrates academic excellence. In 2007-2008, mean scores for the highest grade tested were above the 90th percentile in math and reading on the SAT, ACT, PSAT and OGT (Ohio Graduation Test). The 2007 through 2009 graduating classes produced a total of 45 National Merit Semifinalists, 76 Commended Students, 2 National Hispanic Recognition Program Scholars, and 4 National Achievement Scholarship Semifinalists. Of the 338 students graduating in 2007, more than 65% achieved a score of 3 or better on at least one Advanced Placement test.

External recognition also validates excellence in other areas. In 2005, Sports Illustrated named the Ignatius athletic program as the best in Ohio, ranking it 18th nationally. The Wildcats have won 22 OHSAA State Championships, along with 7 Midwest Rowing Championships. The school has also received national recognition for its unique St. Joseph of Arimathea Pallbearer Ministry. Approximately 300 upper classmen currently serve free-of-charge as pallbearers. In the performing arts arena, the St. Ignatius Cat-O-Tonics achieved 2nd place in a national a capella contest in 2007.

85% of the professional staff hold advanced degrees. With an average of 15 years teaching experience, 60% of the teaching faculty has spent 10 or more years at the school. A number are alumni, including the school's current President and Principal.

St. Ignatius High School does not offer scholarships of any type to its students. Rather, the school provides a general tuition subsidy to all students, and then additionally reduces tuition for students whose families demonstrate financial need. Nearly 42 percent of the students currently receive financial aid. These funds are generated largely through the generosity of alumni who are continuing the long-established tradition of being "Men for Others."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Ignatius High School's assessment results for the 2008 (OGT) State of Ohio Graduation Tests (grade 10) and the nationally administered PSAT (grade 11) , SAT (grade 12) and ACT (grade 12) tests for 2007-2008 reflect scores in Reading and Mathematics that are in the top tenth percentile.

The state tests were first instituted statewide in their present format in 2005. All graduates from 2007 and beyond are required to pass this test, which is first administered in the spring of their sophomore year. These tests measure various skills in each content area and are aligned with the Ohio academic content standards. In reading, the areas measured for achievement are acquisition of vocabulary; concepts of print, comprehension strategies, and self-monitoring strategies; informational, technical, and persuasive text; and literary text. In mathematics, the areas measured are number, number sense, and operations; measurement; geometry and special sense; patterns, functions, and algebra; data analysis and probability; and mathematical processes.

Individual student performance on each of the five areas of the OGT is indicated by one of five assessment categories: Limited, Basic, Proficient, Accelerated, and Advanced. Students must score in the proficient or higher category in order to pass that section of the test. Passage of all five parts is required for graduation, although alternative assessment opportunities are available. Specific performance level descriptors and other information on the OGT testing process are available at <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=9&TopicRelationID=216>.

St. Ignatius students have had extraordinary success on the OGT since its inception. The Spring 2008 results show the following percentages as proficient or above for all first time test-takers (Grade 10): Reading: 99%, Mathematics: 99%, Writing: 99%, Science: 95%, and Social Studies: 98%. Over the past four years since the test was first required, the school's grade 10 students have averaged over 99% passage in both Reading and Mathematics. Tenth grade performance over the last four years has annually exceeded the current 90th percentile cut-offs of 96% in Reading and 94% in Mathematics. All students have passed the OGT before graduation.

All students at St. Ignatius High School also take the PLAN in grade 9, the PSAT in grades 10 and 11, and generally take either the ACT, SAT or both for college admissions. PLAN Reading scores averaged 20 over the past five years. The corresponding Math average score over the past five years is 19. Critical to this analysis is the fact that Ignatius students take the PLAN in October of grade 9, while the cut-off scores used for this award are for grade 10. The school uses these scores to determine both class and individual strengths and weaknesses.

Over the past five years, the school's grade 11 PSAT Critical Reading scores have averaged over 56, with each year at or above the current 90th percentile cut-off of 55. The grade 11 PSAT Math scores have averaged over 57, annually exceeding the current 90th percentile cut-off of 55. Similarly, the grade 12 ACT scores have annually exceeded the current 90th percentile cut-offs of 24.7 for Reading and 24.5 for Math. The five-year averages have been 26.0 and 25.9 for Reading and Math, respectively.

Analysis of SAT scores indicated that while impressive, there was room for improvement, particularly in Critical Reading. This became the basis of the current School Improvement Plan as discussed below. St. Ignatius is pleased to report that the 2007-2008 SAT scores for grade 12 are at 611 for Reading and 606 for Math, with 90th percentile cut-off scores of 605 and 606 respectively. Both of these scores represent gains

over the averages of the prior four years (579 in Reading and 588 in Math). This trend is anticipated to continue, particularly in Reading, given the focus of the School Improvement Plan.

2. Using Assessment Results:

On a macro level, assessment data is analyzed both in terms of annual performance by graduating class and comparatively by subject. Data is used to determine resource allocation, curriculum, and focus. For example, analysis of test data led to the school's current Ohio Catholic Schools Accrediting Association (OCSAA) School Improvement Plan, a key outcome of the accreditation process. The school focused on the need to improve Critical Reading scores, and established a detailed plan outlining professional development, cross-curricular reading strategies, implementation, student intervention and assessment in order to achieve such improvement. While only mid-way through the plan, Critical Reading SAT scores are already showing improvement.

On an individual student level, all assessment data, including both national test scores, student grades, teacher and counselor observation, and student and parent interviews are used to assist in meeting specific student needs. Carefully analyzed data provides direction for class placement, determination of the need to provide more challenging coursework, and remediation and/or tutoring. Data is also used to establish individual student goals in order to assist students in becoming the model "Grad at Grad," a description of the ideal St. Ignatius High School graduate. Each student is challenged to become open to growth, intellectually competent, loving, religious, and committed to doing justice. Individual assessment data assists in determining academic strategies and plans to assist each student in successfully completing appropriately challenging coursework, thus contributing to his intellectual competence and growth.

Finally, the College Counseling Department uses assessment data to provide students with an analysis of successful college acceptance trends based on grade point and assessment levels of the prior year's class. Each student is carefully guided through the college selection and application process, with assessment data used to provide an accurate picture of which colleges will provide the best fit for each student. This process begins in the sophomore year, and students are provided with tools to improve college admissions testing performance.

3. Communicating Assessment Results:

All parents and students are provided with individual student data and are offered opportunities to discuss individual student performance with faculty and administration. This data includes regular school assessment (assignments, tests, projects, presentations, etc.) which is provided to both students and parents via separately accessed websites, as well as a running total of overall grade performance for the marking period. Students also receive written feedback on submitted work. Mid-term progress reports for students having difficulty as well as quarterly report cards for all students are mailed home, in addition to being available online. The school distributes all results of standardized tests to students and parents, along with explanations of results. Parents and students are encouraged to discuss student performance with faculty informally via e-mail or telephone. Parents are invited to the formal conference process, although they are encouraged to meet with teachers and students at any time should they desire to do so. Parents are considered to be key partners in the educational process and are kept informed not only of performance but also of assignments through the online communication vehicle. Overall school performance on standardized tests as well as GPA distribution information is communicated to all stakeholders through the School Profile, which is posted on the website and provided in print form as well. Overall school performance data is also published in printed school informational advertising materials, on the website, and in other media communications (radio, etc).

Because assessment data is so critical to the college admission process, key standardized tests, individual student results, and aggregate student data from former students sorted by college admission experiences (admitted, not admitted) are carefully explained to both parents and students in the detailed college counseling

process. Parents and students are informed of how the data is used and are encouraged to work with school and college counselors to ensure that all questions regarding student performance are answered.

4. Sharing Success:

The school shares its primary success, its students, with others on a regular basis. All sophomore students are required to provide 45 hours of community service as part of their Theology course. This program includes opportunities to work in neighboring low-income schools providing tutoring and classroom assistance, and work as counselors at a school-sponsored summer day camp. In addition to the required service work, students provide voluntary after-school tutoring and homework help to neighborhood students through a program housed on campus called the "Homework Club." Students also volunteer in a number of other programs, sharing their gifts with homeless, elderly, disabled, indigent, and grieving individuals and families through a variety of service opportunities.

St. Ignatius High School has served as a model for a number of its programs. The school's family conference model, part of the "Grad at Grad" developmental process discussed above, has been widely emulated among other Jesuit high schools. The Arrupe and St. Joseph of Arimathea service programs have been models for high schools and colleges throughout the country. St. Ignatius recently piloted a successful program confidentially assisting young people struggling to accept their homosexuality. This program is now being implemented at a number of area high schools. The principal recently presented a program about data driven decision making in Jesuit education at a national Jesuit Secondary Education Association conference, and the Dean of Academic Administration led a diocesan workshop assisting other area high schools in the Advanced Placement audit process. St. Ignatius also recently hosted a weeklong professional development conference for teachers called "Facing History in Ourselves." St. Ignatius students hosted a diocesan workshop presenting their organizational model for "Students for Justice and Peace."

In the event that St. Ignatius is awarded the prestigious Blue Ribbon, it is anticipated that interest in its programs and success will continue to grow. With the 2009 opening of the new Performing Arts Center, facilities will be available to host additional conferences and other professional development opportunities to meet that interest.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Ignatius has a rigorous curriculum. All students are required to take 4 credits of English, 3 of Mathematics, 3 of Social Studies, 3 of Lab Science, 4 of Theology, 3 of Foreign Language (all in the same language), 2 electives, ½ credit of Computer Skills, ½ credit of Oral Interpretation, ½ credit of Fine Arts, ½ credit of Physical Education/ Health, and one additional ½ credit of Health III. This curriculum exceeds state standards, and is highly regarded by many of the nation's finest colleges and universities as an excellent college preparatory program, as evidenced by student acceptances in highly competitive college programs and the number of scholarships awarded to our graduates. In 2007, our graduating class was offered over \$6 million in scholarship awards. State of Ohio and Diocesan curriculum standards as well as the Jesuit tradition of education guide our overall curriculum.

The school fosters an environment in which academic success is prized and lauded. It is “cool” to excel academically at St. Ignatius. Faculty work to engage students with real world experiences, integrating technology and challenging materials. Student work product is designed to foster critical and creative thinking. Students have opportunities to select and design projects, thereby encouraging student ownership and engagement. In keeping with our overall school mission, students explore a challenging curriculum encouraging academic excellence in all subject areas:

English: The English program teaches students to read, think, and write analytically and effectively. It emphasizes writing skills. Details of the curriculum are discussed in Question 2b.

Mathematics: The mathematics program focuses on development of analytical thinking and is discussed in detail in Question 3.

Social Studies: All students take either regular or Honors World History, regular or AP US History, and at least one additional year of electives including Government, Civil Rights and Liberties, Economics, Psychology, Contemporary World Studies, AP US Government and AP European History. Coursework develops written and oral expression and understanding of history as an ongoing process. It teaches social problems from a multitude of perspectives, particularly utilizing primary sources. It should be noted that nearly half of the Sophomore class takes AP US History.

Science: Coursework includes both classroom and lab work in Biology, Chemistry and Physics at regular, Honors and AP levels. Students also have the opportunity to study Earth and Space Science in a non-lab class. Students use a variety of technology-based tools in the school's state-of-the-art science building.

Theology: All students take four years of Theology coursework, including a four period weekly field service experience in the Sophomore year and Catholic Social Teaching. In the third and fourth year, all students select from a variety of elective courses including Catholic Critical Thinking, Theology and Art, Apologetics, Sexuality, among others. Coursework is designed to “Prepare Men for Others in the Image of Jesus Christ.”

Foreign Language: Coursework is offered in French, Greek, Latin, and Spanish, with varying regular, Honors, and AP levels, as well as Etymology and Mythology. Students engage in activities involving both written and spoken language, and participate in cultural experiences exploring foods, arts, and entertainment (including the celebrated annual Roman chariot races).

Fine Arts: Students enjoy a broad range of coursework in the communication, theatre, visual, and musical arts. These courses seek to balance the learning process by offering alternatives to deductive reasoning and the

purely rational and factual areas of study. Over twenty different courses are offered, including AP Studio Art. Approximately two-thirds of these courses are studio based, thus requiring direct involvement in the creative process. All students are required to take Oral Interpretation and Computer Skills.

Health and Physical Education: Rooted in the Jesuit tradition of “Cura Personalis,” Latin for “Care of the Entire Person,” the school’s Health and Physical Education program seeks to develop life-long skills related to one’s physical well-being. Students are engaged in activities ranging from electronic heart-rate monitoring to specific recreational games to discussions of nutrition. Coursework involves both kinesthetic and academic learning experiences.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

The English program teaches students to read, think, and write analytically and effectively. Students are initially placed in appropriate English classes based on analysis of entrance exam scores, elementary grades, and other standardized test performance, with placement in later courses predicated on previous performance. Students take three years of general English at either the standard or Honors level. In senior year selected students may take either AP English Language and Composition or AP English Literature and Composition for the entire year. Other seniors take one semester of Composition and then select an elective for the second semester, choosing from Chaucer/Shakespeare, Creative Writing, African American Literature, Modern American Literature, Seminar in Irish Literature, Seminar in Poe, Seminar in Faulkner, Baseball Literature, Cinema as Literature or Mythology in Literature. Effective writing is emphasized in all of the courses.

Two levels of Reading are offered, Honors Reading for those identified as having high potential for achieving National Merit status, and Reading for those students whose entrance scores indicate a need for remediation. For all other students, reading is incorporated into the standard English class. In addition to offering a separate class for those students whose reading skills are in need of support, a summer Reading program is offered to incoming freshman. In some cases, enrollment is predicated on completion of this course. The school also provides a Learning Center which, while open to all students, has mandatory attendance for those students ineligible for extracurricular activities based on performance or for those students required to attend based on teacher recommendation. The Learning Center, which is managed by a Reading Intervention Specialist, also provides for peer tutoring opportunities. All students also have access to the school’s Writing Lab, which is staffed by all English department faculty. These teachers provide assistance and guidance regarding the writing process and cross-curricular writing assignments.

3. Additional Curriculum Area:

The Saint Ignatius Mathematics Department exists to deliver the means by which the young men at St. Ignatius can develop their analytical thought processes to the fullest supported by a great emphasis on discipline, work ethic, and behavior modeled by Jesus Christ. Inherent in the mission of the Mathematics Department is the understanding that every instructor and student must strive to do his or her work “AMDG,” (ad majorem Dei gloriam) i.e., for the greater glory of God. This mission is structured to directly support the overall school mission detailed in the Summary section of this document.

To ensure that students are best positioned to achieve academic excellence, growth, and intellectual competence, all newly enrolled students complete a math placement exam. Based upon test results, they are

then placed into one of the appropriate classes: Fundamentals of Algebra, Algebra I, Honors Algebra I, Geometry, Honors Geometry, Algebra II, Honors Algebra II/Trigonometry, Honors Algebra II/ Trigonometry II with Limits, Pre-Calculus, Honors Pre-Calculus, AP Statistics, AP Calculus: AB or AP Calculus: BC. Students then follow a course progression based upon the prior courses taken and performance data. Students first enrolling in the school are offered a summer program to boost math skills if needed.

Mathematics coursework includes traditional instruction and problem solving as well as use of technology-based tools including programmable calculators and computers. Students develop essential skills using both abstract and real world math experiences. Students who experience difficulty in their classes have access to tutoring provided both by their teachers and/or in the Learning Lab. Every effort is made to ensure that students succeed.

The Mathematics Department sponsors regular opportunities for competitive mathematics performance testing in conjunction with the Ohio Math League. This program provides an extra-curricular outlet for those students who greatly enjoy math, while reinforcing the basic tenant that academic excellence is “cool” at St. Ignatius. Students who perform well in this program are honored and acknowledged for their accomplishments.

4. Instructional Methods:

Each course level, from remedial to AP, offers instruction and instructional methods specifically tailored to the abilities and talents of the enrolled students.

Teachers vary instructional materials and methods to best address the unique needs of the enrolled “mix” of students, addressing auditory, visual and kinesthetic learning styles as they teach. MathXL, a mathematics software tool, is used to effectively help a student understand and master material as the program walks him through the solution. The program also informs the teacher which problems the student has completed and how long it has taken him.

Foreign language teachers use a series of texts with materials designed to address the learning pace of each student, thus meeting individual needs. Students in Economics and Contemporary World Studies are tested using computers in order to leave more time for self-directed assignments. Students may retest several times until they believe they have mastered the material. Each unit in those courses is punctuated by a guided group project. Cooperative learning allows students in many classes to work at their own pace. In some classes students are challenged to master specific concepts so that they in turn can teach the class.

Artistic expression to foster left brain learning is often employed. For example, students draw cartoons to illustrate health lessons and English students create and produce “modern day” video renditions of classics.

Teachers assess student learning through a wide variety of completed individual and group student products; oral, written, and computer-based testing; presentations; and discussions. Teachers modify assessments to meet individual student learning styles and needs.

The English Department offers two writing labs, one staffed by faculty and one by students who are trained to assist their peers with writing assignments. Students with special needs work with support personnel, have extended testing time through our Learning Center, and appropriate course modifications implemented as needed for specifically identified learning / physical disabilities.

5. Professional Development:

Professional development is key to improving student achievement at St. Ignatius High School. Each year, all faculty prepare an Individual Professional Development Plan that includes three measurable goals, one tied to the School Improvement Plan, one tied to a departmental goal, and one related to a spiritual development goal. Each plan is reviewed and approved by the Department Chair, the Dean of Teachers, and the Principal. Successful completion of the plan is required for continued employment at the school.

Additional professional development is a key element of the School Improvement Plan developed as part of the accreditation process. The most recent plan, which focuses both on improving student understanding of Catholic teaching on prejudice and improvement of critical reading skills, incorporates specific professional development strategies for both areas. For example, in the area of critical reading, all faculty attended an in-service by Dr. William Bintz, an expert in adolescent literacy. Each department then met individually with Dr. Bintz to develop implementation strategies for improving critical reading skills across the curriculum. Each department is currently developing and implementing grade-level strategies as a subset of the overall departmental strategies. The school is delighted to report that although this effort to improve critical reading skills is only partially through the defined process, student critical reading scores, particularly those measured by the SAT, are showing significant improvement.

Essential to professional development is peer team observation both within and across departments. Department Chairs work with faculty members to establish goals according to their specific needs for instructional improvement.

Over the past two years, faculty participated in "Best Practice Teacher Fairs," one organized by the school and another organized in conjunction with four other Jesuit high schools.

In addition, the school is currently participating in diocesan-sponsored workshops on "Understanding by Design" and is aligning curriculum and resources using this process which emphasizes effective assessment to promote student learning.

6. School Leadership:

The leadership team at St. Ignatius High School includes the President, the Principal, the Vice-President of Administration, and the Vice-President of Ignatian Mission. A team of key individuals work under the direction of the Principal to ensure that all policies, programs, relationships, and resources are aligned with the school's mission. It is in meeting the school's mission that the school ensures student achievement and development in both the secular and spiritual arenas.

The Principal is largely responsible for successful implementation of the School Improvement Plan outlined as part of the accreditation process. As previously discussed, this involves alignment of resources and talent to ensure measurable student achievement as detailed in the plan. The Principal has ultimate responsibility for reporting not only to the OCSAA but also to the Jesuit Detroit Province to ensure that students are achieving in all areas as defined in the school's mission. In addition to the structured School Improvement Plan that dictates a specific format for data-driven improvement strategies to ensure student success in particularly defined areas, the Principal also uses data to support student growth and development in other areas. For example, past performance on Advanced Placement tests is used, in conjunction with other data, to determine faculty teaching assignments, thereby aligning resources to best ensure student achievement. In another arena, school leadership encourages departments to formulate and administer common comprehensive subject exams. Results are carefully analyzed to identify strengths and weaknesses in both student content mastery

and teacher competency. Department Chairs and the Dean of Teachers work with faculty to develop strategies for improvement.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
K	1st	2nd	3rd	4th	5th
<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$10570</u>	<u>\$10570</u>	<u>\$10570</u>
6th	7th	8th	9th	10th	11th
<u>\$10570</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 12978 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 4817
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
20 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
100 %

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Ohio Graduation Test (OGT)

Edition/Publication Year: Spring 2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Advanced & Accelerated	99	99	100	100	
Advanced & Accelerated	82	89	93	90	
Number of students tested	341	358	370	356	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All available students were tested. In the rare case that students were not in school (due to extended illness), they were provided the opportunity to take this test in grade 11. No students were intentionally excluded.

Note that this testing process was first instituted statewide in 2004-2005 for the graduating class of 2007. The school does not have score data for 2003-2004. Proficiency tests prior to 2004-2005 were given in the private

elementary schools in grade 8. Passage was completed prior to enrollment at St. Ignatius High School.

Subject: Reading

Grade: 10 Test: Ohio Graduation Test (OGT)

Edition/Publication Year: Spring 2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Advanced & Accelerated	99	100	100	100	
Advanced & Accelerated	83	77	92	96	
Number of students tested	338	358	371	356	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All available students were tested. In the rare case that students were not in school (due to extended illness), they were provided the opportunity to take this test in grade 11. No students were intentionally excluded.

Note that this testing process was first instituted statewide in 2004-2005 for the graduating class of 2007. The school does not have score data for 2003-2004. Proficiency tests prior to 2004-2005 were given in the private elementary schools in grade 8. Passage was completed prior to enrollment at St. Ignatius High

School.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 10 Test: PSAT
 Edition/Publication Year: 2007 Publisher: College Board
 Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	50	51	52	54	51
Number of students tested	338	365	374	358	357
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

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

Notes:

All students present were tested. Although no students were excluded, it should be noted that students on long absences due to extended illness may not have taken the test during some of the reported years.

Subject: Reading Grade: 10 Test: PSAT
Edition/Publication Year: 2007 Publisher: College Board
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	51	53	53	52	51
Number of students tested	338	365	374	358	357
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

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

Notes:

All students present were tested. Although no students were excluded, it should be noted that students on long absences due to extended illnesses may not have taken the test during some of the reported years.

Subject: Mathematics Grade: 11 Test: PSAT
Edition/Publication Year: 2007 Publisher: College Board
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	57	58	58	58	56
Number of students tested	354	357	347	339	328
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

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

Notes:

All students present were tested. Although no students were excluded, it should be noted that students on long absences due to extended illnesses may not have taken the test during some of the reported years.

Subject: Reading Grade: 11 Test: PSAT
Edition/Publication Year: 2007 Publisher: College Board
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	56	58	57	56	55
Number of students tested	354	357	347	339	328
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

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

Notes:

All students present were tested. Although no students were excluded, it should be noted that students on long absences due to extended illnesses may not have taken the test during some of the reported years.

Subject: Mathematics Grade: 12 Test: SAT
Edition/Publication Year: 2008 Publisher: College Board
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	606	597	586	592	576
Number of students tested	209	183	185	200	197
Percent of total students tested	59	54	55	61	64
Number of students alternatively assessed	143	157	152	127	112
Percent of students alternatively assessed	41	46	45	39	36
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	515	515	518		
NATIONAL STANDARD DEVIATION	116	114	115		

Notes:

Note that students take this test at various dates; April is only one of the offered options. All data represents the reported average of the last test taken by the grade 12 students. It should be noted that students elect to take the SAT, ACT or both as required / recommended by their preferred college selections. While administered at the school as a testing location, these tests are not required as part of the St. Ignatius High School program. However, this data is carefully analyzed and used to measure student performance and improve curriculum. Students that are reported as being tested alternatively did not take the SAT, but instead took the ACT or completed all testing requirements in their junior year.

Subject: Reading Grade: 12 Test: SAT
Edition/Publication Year: 2008 Publisher: College Board
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	611	583	574	587	571
Number of students tested	308	183	185	200	197
Percent of total students tested	88	54	55	61	64
Number of students alternatively assessed	44	157	152	127	112
Percent of students alternatively assessed	12	46	45	39	36
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	502	502	503		
NATIONAL STANDARD DEVIATION	112	113	113		

Notes:

Note that students take this test at various dates; April is only one of the offered options. Per CAPE, the Reading scores reported for 2007-2008 represent the highest scores achieved by the grade 12 students during all test dates taken. The other data represents the reported average of the last test taken by these students. The corresponding 2007-2008 average of the last test Reading test taken by these students is 603, an increase supporting the School's Improvement Plan efforts cited in the written report. It should be noted that students elect to take the SAT, ACT or both as required / recommended by their preferred college selections. While administered at the school as a testing location, these tests are not required as part of the St. Ignatius High School program. However, this data is carefully analyzed and used to measure student performance and

improve curriculum. Students who chose not to take the SAT were alternatively tested with the ACT or completed all testing requirements in their junior year.

Subject: Mathematics Grade: 9 Test: PLAN
Edition/Publication Year: 2007 Publisher: ACT
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	19	20	19	20	19
Number of students tested	372	355	368	376	366
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	17	17	16	16	16
NATIONAL STANDARD DEVIATION	5	5	4	4	4

Notes:

All students present were tested. Although no students were excluded, it should be noted that students on long absences due to extended illnesses may not have taken the test during some of the reported years.

Also, please note that St. Ignatius High School administers this test in grade 9, during the first quarter of enrollment for our freshman students. However, the national norms and corresponding 90th percentile cut-off are calculated for students in grade 10. Therefore, this is not an accurate reflection of our student performance versus the published cut-off number for the 90th percentile.

Subject: Reading Grade: 9 Test: PLAN
Edition/Publication Year: 2007 Publisher: ACT
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	19	20	20	20	20
Number of students tested	372	355	368	376	366
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	17	17	16	16	16
NATIONAL STANDARD DEVIATION	5	5	4	4	4

Notes:

All students present were tested. Although no students were excluded, it should be noted that students on long absences due to extended illnesses may not have taken the test during some of the reported years.

Also, please note that St. Ignatius High School administers this test in grade 9, during the first quarter of enrollment for our freshman students. However, the national norms and corresponding 90th percentile cut-off are calculated for students in grade 10. Therefore, this is not an accurate reflection of our student performance versus the published cut-off number for the 90th percentile.

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