

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Meg Cosgriff

Official School Name: Saint Ann School

School Mailing Address:
2160 Stillman Road
Cleveland Heights, OH 44118-2830

County: Cuyahoga State School Code Number*: 056440

Telephone: (216) 932-4177 Fax: (216) 932-7439

Web site/URL: www.saintann.us E-mail: mcosgriff@saintann.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Margaret Lyons

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

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson:

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 2 Number of years the principal has been in her/his position at this school.

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	6	16	19	35
K	17	21	38	7	6	15	21
1	15	15	30	8	17	11	28
2	12	16	28	9			0
3	18	14	32	10			0
4	17	16	33	11			0
5	25	10	35	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							280

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
9 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
84 % 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: 1 %

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.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	283
(5)	Total transferred students in row (3) divided by total students in row (4).	0.011
(6)	Amount in row (5) multiplied by 100.	1.060

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

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Korean

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

Total number students who qualify: 16

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

10. Students receiving special education services: 1 %

Total Number of Students Served: 3

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>4</u>
Special resource teachers/specialists	<u>0</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>0</u>	<u>0</u>
Total number	<u>18</u>	<u>7</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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	96%	97%	96%	97%
Daily teacher attendance	99%	98%	99%	99%	98%
Teacher turnover rate	5%	0%	9%	7%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

Saint Ann School, located in Cleveland Heights, Ohio, is a private, Catholic school, founded in 1916. It is fully accredited by the State of Ohio and the Ohio Catholic School Accrediting Association. The curriculum is based on Ohio State Standards and the Graded Course of Studies of the Diocese of Cleveland. The teachers are experienced and hold state certification/licensure. Nine staff members have advanced degrees. Saint Ann School's wireless campus boasts a SMARTboard in every classroom, a student/laptop ratio of 2:1, and Edline, a Learning Community Management System. The automated library is another resource for student use. Currently Saint Ann School is educating 280 students in kindergarten through grade eight, with a student-teacher ratio of 15:1.

The mission of the school states *Saint Ann Catholic School is a welcoming and inclusive community, nurturing spirituality, academic success, and social responsibility.* This mission guides daily activities at all grade levels.

Spirituality: As a Catholic school, the faith tradition is of utmost importance to students development. Religion classes are taught each day and seasonal prayer services are integral to the calendar. To instill respect and love for one another, a tradition of "Faith Families" has been established. Each student in the school is assigned to one of sixteen Faith Families, made up of students from each grade level. This allows several students from each grade level to participate as a "family" in various activities throughout the year. Younger students receive the positive example of older students, while older students are provided with a leadership opportunity. Students look forward to Faith Family activities each month.

Academics: Academic success is important to all members of the school: parents, staff, and students. Test scores are examined each year and compared to the scores of the Diocese of Cleveland as a whole as well as to schools in the Eastern Region. With the only exception being grade 1 reading, for the last four years, Saint Ann School students have scored higher than both the Diocese of Cleveland and the Eastern Region in all subject areas.

Remediation is offered to struggling learners, with interventions and accommodations put in place to help them increase their skills and experience success.

Social Responsibility: Social Responsibility is integral to the school's mission. This includes, but is not limited to, various service projects throughout the year. The following is a sampling of recent activities:

- Raising money for a local cancer agency during Breast Cancer Awareness Month

An educational component is included in service projects. Each month an area merchant associated with Fair Trade comes to the school to present information to students about a particular country and its merchandise. Students then work with the merchant to educate their parents and neighbors about Fair Trade. The students are truly learning what it means to be of service to others.

In its near 100-year legacy, Saint Ann School has educated almost 7000 students who have become successful contributors to society. This tradition of nurturing spirituality, academic success, and social responsibility will continue for many years to come.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The standardized testing program at Saint Ann School is designed to provide a systematic means of assessing student mastery of basic skills and evaluating the academic programs of the school. Students in grades one, three, five, and seven are administered the Cognitive Abilities Test to measure the student's capacity to acquire the knowledge and skills that will enable him/her to be successful in the school program. For the 2008-2009 school year, students received the following composite scores:

Grade	Standard Age Score	Age Percentile Rank	Stanine
1	108.7	71	6
3	116.9	85	7
5	112.3	78	7
7	115.1	83	7

Historically, the Iowa Test of Basic Skills has been administered to students in grades one through seven to measure mastery of skills in reading, language, mathematics, science, social studies, and reference skills. The decision was made to assess students in all grades (rather than just the odd grades) to obtain a clearer picture of the strengths and weaknesses of the academic program, the strengths and weaknesses of the students, and the yearly progress of the students. Most recently, with the hiring of a new principal for the 2008-2009 school year, eighth grade students also took the Iowa Test of Basic Skills. This decision was made to obtain a complete picture of a Saint Ann School education.

Saint Ann School does not participate in the state assessment system.

In the 2008-2009 school year, eighth grade students were the highest grade assessed. In Reading, their percentile of 79 is above the stated criteria of 77. In Mathematics, their percentile of 79 is above the stated criteria of 72. With the exception of first grade reading and sixth grade math, Saint Ann School students meet or exceed the National Blue Ribbon stated criteria of the 90th percentile.

The recent decrease in first grade reading scores is a concern for both the teachers and the administration. A reading series change that moved to minimal emphasis on phonics instruction and more emphasis on whole language instruction occurred during this time period. The teachers believe strongly that phonics is a foundational element of reading, and the lack of emphasis on it was detrimental to the first grade. A separate phonics program has been added to the whole language program in an attempt to reverse this trend.

An analysis of overall scores indicates Saint Ann School students tend to achieve higher percentile ranks in the area of reading. For this reason, mathematics has been the focus of the School Improvement Plan. An analysis of the mathematics subtests reveals that computation is the area most troublesome to the students. Conscious efforts to reverse this trend have been implemented. Daily math reviews and an increase in attention given to problem solving are among these efforts.

Saint Ann School also examines the results of the Percentile Rank of Average SS: National School Norms. The building summary for grade eight placed the students in the following percentiles:

- Reading: 93;
- Language: 99;
- Mathematics: 95;
- Social Studies: 94;
- Science: 96;
- Sources of Information: 98; and
- Composite: 98.

Other grades showed similar success, with grades two, three, four, five, six, and seven scoring above the 90th percentile for their core totals.

Saint Ann School accepts students with learning differences, provided it is able to meet their needs. Students with learning disabilities receive individual tutoring and small group instruction. There are students in every level – primary, intermediate, and junior high – who are on Accommodation Plans to help them achieve greater success in the classroom. These students are included in the standardized test data.

Academic achievement is a high priority at Saint Ann School. Teachers and parents have high expectations for students, and students have high expectations for themselves. Standardized test scores indicate current success, and give direction for areas in which to improve.

2. Using Assessment Results:

Using the standardized test data spreadsheets created by the principal, the faculty is able to see clearly the strengths and weaknesses of each student. The spreadsheets include comparison data allowing teachers to examine each student's yearly progress. Teachers are encouraged to examine their current student scores to plan instruction, but also their previous student scores to reflect on their successes as teachers.

Excel is used to create the spreadsheet, allowing for manipulation of the data. Data sorts are completed, allowing teachers to examine their class achievement in each of the different subtests. Teachers are also able to sort that data in ascending order, allowing teachers to see which students will need remediation and which students will need enrichment. The goal is to differentiate instruction so children's needs are met at both ends of the academic scale.

In addition to the principal-created reports, the faculty examines the item-analysis reports provided by Riverside Publishing. During this examination, the faculty, again, looks at current student responses as well as the responses of previous students. The examination is conducted with a two-fold purpose: 1) to identify weaknesses of individual students and 2) to identify specific items that cause difficulty for a majority of students.

Standardized test data is also used for remediation and enrichment. It is used by the Intervention Assistance Team to educate parents on their child's strengths and weaknesses and to make recommendations to teachers for interventions. It is also used to determine students who qualify for the school's Enrichment Program. Students who achieve a 95%tile rank in two out of the three subject areas – reading, language, or math – for at least two of the last three years are eligible for the program.

3. Communicating Assessment Results:

When standardized test scores are received each spring, the results are examined and spreadsheets and charts are created to illustrate the school's overall performance, as well as the achievement of each individual student. These documents are used at the opening faculty meeting each fall to guide the faculty in the understanding of their students' abilities and in planning for the year. In addition, using data provided by the Diocese of Cleveland, the principal analyzes the students' performance compared to that of schools in the

Eastern Region of the diocese as well as the diocese as a whole. This data is presented to the parents at Curriculum Night, held each September. In addition to sharing standardized test scores with parents and staff, alumni receive communication detailing the state of the school. Included in this mailing is a summary of the latest test results. Marketing material also includes information on the students' academic excellence.

In addition to the publication of standardized test data, Edline, a learning community management system, is used. Through the use of Edline, parents are able to access their child's grades any time of day, from any Internet-capable computer. Teachers update Edline weekly with grades, assignments, and links to helpful websites.

Parent-teacher conferences are held twice each year. More frequent meetings are held if students are struggling, or accommodation plans need to be developed. In grades six, seven, and eight, student-led conferences are used to inform parents of student achievement. Teachers work with junior high students to prepare for these conferences. It is the school's belief that, by helping students to prepare for these conferences, students gain key insights into their own strengths and weaknesses, and are able to articulate to both their teachers and parents, what they need in order to achieve greater success.

4. Sharing Success:

It is an honor and a privilege to share Saint Ann School's successes with other schools. The principal has assisted numerous other schools in establishing methods for conveying standardized test scores with stakeholders. She has assisted more than ten schools in completing their self-study for the Ohio Catholic School Accrediting Association and has served as an Accreditation Chairperson for five schools in the state of Ohio. She welcomes the opportunity to assist other schools with their School Improvement Plans and willingly volunteers to help others.

The principal is also a member of the Diocesan Principals' Professional Development Committee. In this role, she collaborates with eight other principals as well as the staff of the Office of Catholic Education to plan opportunities for professional development for principals throughout the diocese. If Saint Ann School is awarded Blue Ribbon status, she would have the ability and opportunity to suggest best practices to this committee.

Saint Ann School has a partnership with John Carroll University and hosts students in its education program. It is important for education students and student teachers to have worthwhile learning experiences in academic settings. Saint Ann School welcomes the opportunity to provide positive learning experiences for adult learners.

If Saint Ann School were awarded the Blue Ribbon School status, students and staff would humbly, but proudly, share this achievement with other schools. Its goal would be to seek out partnerships with other colleges to increase the number of student teachers in the building. Saint Ann School would welcome collaboration with other diocesan schools to share best practices. In addition, by incorporating this award in all school publications, respect and inspiration for achieving excellence would be fostered.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Saint Ann School's curriculum is based on Ohio State Standards and the Graded Course of Studies of the Diocese of Cleveland.

Religion: The Religion curriculum is organized around four strands: Message, Worship, Community, and Service. The primary grades concentrate on experiencing the love of God, learning about the Sacraments, and the community of the Church. Intermediate grades take a more in-depth look at the Commandments and Sacraments. Junior high grades focus on the history of the Church by studying the Scriptures. Religion classes have a decidedly different flavor than the typical content area classes. Because it is spiritually based, students spend a considerable amount of time reflecting on the teachings and finding ways to incorporate them into their lives. Junior high students also participate in community and school-based service hours to contribute to their spiritual development.

Language Arts: The Language Arts curriculum develops the skills of communication: reading, writing, speaking, listening, viewing, and researching. Phonics is a crucial element of the primary language arts program. Students are taught to sound out words, recognize them by sight, and read them out loud with ease and fluency. In all grades, acquisition of vocabulary is incorporated into lessons. Through reading, students learn to comprehend different types of printed materials, reading for information and pleasure. A writing program, in place from kindergarten through eighth grade, scaffolds the steps of the writing process. In all grades, oral communication, both speaking and listening, is stressed.

Mathematics: Five strands: 1) Numbers, Number Sense, and Operation; 2) Measurement; 3) Geometry and Spatial Sense; 4) Patterns, Functions, and Algebra; and 5) Data Analysis, Statistics, and Probability comprise the Mathematics Curriculum. Mastery of math facts is a focus in the primary grades, with manipulatives and technology enhancing lessons. Problem solving and computation round out the content, encouraging higher level thinking and real world application.

Science: Scientific literacy is developed in students by using the process of scientific inquiry as they explore concepts from life science, physical science, and earth science. The school boasts both a primary and a junior high science lab, resulting in all students actively participating in labs. Intermediate students are introduced to the scientific inquiry process, and are given opportunities to apply it through the activities performed in the lab. Scientific terminology is used and systematic ways of learning science are encouraged. Individual and group projects such as demonstrations, experiments, drawings and diagrams, PowerPoint presentations, and small research projects are completed throughout the school year.

Social Studies: The Social Studies Curriculum includes the integration of Religious Heritage across the content strands of History, People in Societies, Geography, Economics, Government, and Citizenship Rights and Responsibilities. Internet resources are used for lessons as well as projects, bringing historical as well as current events to life. Utilizing the resources of the Cleveland Museum of Art enhances the various periods being studied.

Fine Arts: The Fine Arts play a major role in the curriculum. The goals of the Art program are to enhance learning through the arts and to develop an appreciation for the role that art plays in society. Using multicultural and cross-curricular approaches, a strong foundation in the basic concepts of art learning is provided. Working in 2-D and 3-D media, students learn basic color, design, painting, and drawing concepts. Along with weekly studio art classes for all grades, Art Appreciation classes are taught to grades four through eight. Using SMARTboard presentations, students learn about different periods of art and the lives of

individual artists, giving the students opportunities to develop critical thinking and writing skills. The Art Service program in junior high is an elective class, offering students a chance to work on design, illustration, and calligraphy projects for various needs of the school. Art classes are offered to students in all grades as part of the after-school enrichment program. The Annual Art Show, held in the spring, represents every student in the school with at least 3 pieces of work per student.

The music program engages students in listening to, analyzing, and describing music. They explore music in relation to history and culture, developing empathy toward the people being studied. Performance occupies an integral part of the program, allowing students to demonstrate their vocal and instrumental skills. Through performing, students learn the value of sustained effort to achieve excellence and experience the concrete rewards of hard work. Band lessons are elective and are offered to students in grades four through eight.

Physical Education: The Physical Education Curriculum helps students acquire knowledge and develop the foundation for a healthy lifestyle. Activities are designed to promote physical fitness, develop motor skills, and instill knowledge and understanding of rules, concepts, and strategies. Students engage in purposeful activities. There are opportunities to work as part of team, in small groups, and as individuals. The program includes life-long sports such as bocce ball and shuffle board. In all classes, safety and good sportsmanship are emphasized.

Spanish: Saint Ann School is in compliance with the program's foreign language requirement. All students in kindergarten through grade eight are exposed to a foreign language through weekly Spanish classes. Primary students receive 30 minutes of instruction each week. Students in grades 4-8 receive 45 minutes of instruction each week. This course incorporates vocabulary and grammar acquisition as well as knowledge of Hispanic Culture. Primary grades are introduced to the language through songs and games. Upper grades receive formal lessons, using textbooks and workbooks.

2a. (Elementary Schools) Reading:
(This question is for elementary schools only)

Saint Ann School recognizes that reading is integral to all other subject areas. For this reason, conscious efforts are made to address reading skills in all curricular areas.

In the kindergarten classrooms, reading readiness skills are emphasized. Students' five senses are used to develop receptive and expressive language, fine and gross motor skills, visual skills, and auditory skills. The "Letter People" are a favorite activity.

Primary classrooms incorporate phonics instruction into reading lessons. By teaching speech sounds of letters and words that represent them, students learn to translate letter patterns into spoken language. Through the knowledge of word parts, word order, context, and the features of texts, students learn to determine the meaning of a reading passage or text.

When students enter the intermediate and junior high grades, their phonics skills have been mastered and the approach shifts to whole language reading instruction. The upper grade reading program begins with an introduction of key vocabulary terms in a contextual setting before the students experience them in literature. In addition to a main reading text, three different leveled readers are used. Below level, on level, and above level readers allow students to experience stories that match the theme while fluently reading on their own ability level, experiencing successful reading comprehension.

In the intermediate reading classes, the students are required to choose a chapter book at their reading level that corresponds with a different literature genre each month. This allows the students to expand their depth of exposure to many different types of literature. Literature circles are used to encourage small group reading and analytic discussion of novels which appeal to this age group. Junior high students are exposed

to Shakespearean literature both in their textbook and through a residency by the Great Lakes Shakespeare Festival.

3. Additional Curriculum Area:

Saint Ann School believes that the use of technology is critical in the development of a strong educational foundation for today's students. The school utilizes state-of-the-art technology and actively incorporates technology into all aspects of the curriculum. Skills in the Technology Curriculum focus on computer literacy, information literacy, and technological literacy.

The wireless campus boasts a SMARTboard in every classroom and a student/laptop ratio of 2:1. Because the desire is to have technology regularly incorporated into the curriculum, in place of a computer lab, laptop carts that hold more than 100 computers are circulated throughout the different classrooms. Primary classrooms have desktop computers that allow the youngest learners to use developmentally appropriate educational software and Internet sites to support learning objectives. All staff members integrate technology into their lessons, resulting in students using computers more often than a 40-minute weekly computer class.

Students in grades three through eight regularly use the laptops for research projects and the creation of PowerPoint Presentations to enhance their learning. Teachers have been in-serviced in the use of WIKIs and have created them for use with students in grades one through eight. The faculty also uses WIKIs to communicate: signing up for observations as well as collaboratively completing this application for the Blue Ribbon School. Graphing calculators are used in junior high math and Algebra classes, and digital microscopes are used for science.

To supplement the regular use of computers, after-school keyboarding lessons for all students, kindergarten through grade eight, is offered. The Enrichment Program instructor has made it her aim to have a paperless classroom, encouraging students to e-mail projects to her, use PowerPoint Presentations, and use flash drives for larger files.

Each teacher, as well as the school administration, maintains an Edline page for communicating with students and parents. Upcoming topics or class events, homework assignments, links to relevant sites, and students' grades are examples of information shared with students and parents through Edline. Pages are updated at least weekly, guaranteeing up-to-date communication.

In addition to educating students and staff, Saint Ann School feels it is important to keep parents informed. Parent sessions on telecommunication laws and the use of social networking sites have been offered, giving parents the tools they need to help their children use these wonderful technologies in a safe manner.

4. Instructional Methods:

Differentiated instruction occurs across the curriculum but can be most easily identified in math and reading, especially at the elementary and middle levels. Students receive whole group instruction and are then separated into groups according to ability where the teacher can reach specific needs. In math, students who understand the concept can continue the lesson working independently or in small groups. Students who need extra help will continue working under the guidance of the teacher.

Primary students receive both remediation and enrichment through the use of educational aides and individual student acceleration. Kindergarten students who are able to read may be placed in the first grade classroom during reading time. Two primary aides work with individual students who are struggling with reading or math concepts or who need to receive more challenging work than the regular classroom assignments.

In the intermediate reading classes, the students are often grouped based on their strengths and weaknesses of the skills that are the primary focus of the selection that week. This allows the students to work together, sometimes with the support of the teacher, in evolving groups to meet their potential for each area of study.

To allow for advanced placement in high school mathematics, students in sixth, seventh, and eighth grade are placed in classes according to their ability, allowing high-ability students to take pre-Algebra in grade seven and Algebra in grade eight.

The school also employs three auxiliary staff members to further meet the needs of all students. An Intervention Specialist works with students with learning disabilities or students who are struggling with specific academic areas. A speech and language pathologist works with students who have identified speech, language, or hearing difficulties. An Enrichment Specialist works with multi-grade groups of students to ensure challenges are offered to students whose achievement scores are at the top of their class.

In all grades and subject areas, staff members strive to help students achieve their potential.

5. Professional Development:

Professional Development is encouraged for all members of the staff, including the faculty, administration, secretarial staff, and maintenance staff. All employees receive education to improve their skills, which ultimately impact student learning. The maintenance staff attends in-services on creating a healthy and safe environment for students. The secretarial staff receives training on computer skills and creating a welcoming climate. Both the faculty and administration receive Professional Development on-site in all areas pertinent to their expertise and are also encouraged to attend off-site classes and workshops that relate to their specific content area.

The Accreditation Process and School Improvement Plan guide the scheduling of Professional Development. Topics of recent in-services include *Universal Problem Solving Method in Mathematics*, *Gender Issues in Education*, *Assessment and Evaluation*, *WIKIs in the Classroom*, *Enhancing the Writing Process*, *Curriculum Mapping*, *Mental Health Issues in Adolescents*, and *Incorporating Fair Trade Education in the Social Studies and Religion Classrooms*.

In the recent in-service on Assessment and Evaluation, the faculty reviewed various types of assessment and evaluation, and how, when, and why they are used. The in-service included information and discussion on diagnostic, formative, and summative assessments. Teachers were encouraged to use diagnostic assessments to learn about students: their prior knowledge, learning styles, strengths, and weaknesses; formative assessments to provide students with feedback throughout the learning process and help teachers to modify instruction; and summative assessments to allow students to demonstrate their understanding of the curriculum.

The administrator attends all on site in-services with the faculty, but also seeks outside professional development. She completed the Ohio Principals' Leadership Academy and annually attends the diocesan-sponsored Principals' Leadership Conference. She has been trained as a chairperson for the Ohio Catholic Schools Accrediting Association and has chaired accreditation teams throughout the state of Ohio.

All of these opportunities for professional development impact students' academic success.

6. School Leadership:

The school leadership consists of the church pastor and the building principal. The pastor employs all staff and is the leader of the parish. He entrusts the management of all school issues to the principal.

The principal has a collaborative leadership style, involving the faculty and staff in curriculum planning and decision making. She has established faculty committees to provide the staff with opportunities to share the leadership. The Curriculum Committee researches the implementation of new textbooks and helps to implement Best Practices in all curricular areas. In addition, the Curriculum Committee plans academic competitions and oversees enrollment in district or regional contests. The Safety Committee ensures that the Crisis Plan is current and followed. The Student Activities Committee plans activities to celebrate the positive climate in the building.

In addition to her collaborative leadership style, the principal strives to know the academic achievement of each member of the student body. When standardized test scores are received each spring, the principal exams the results and creates spreadsheets and charts to illustrate the school's overall performance as well as the achievement of each individual student. These documents are used at the opening faculty meeting each fall to guide the faculty in the understanding of their students' abilities and in planning for the year. In addition, using data provided by the Diocese of Cleveland, the principal analyzes Saint Ann School students' performance compared to that of schools in the Eastern Region of the diocese as well as the diocese as a whole. This data is presented to the parents at Curriculum Night held each September. It is important to her to share the school's success with all stakeholders and to use standardized data to address weaknesses.

Lastly, the principal personally reviews each quarterly progress report and quarterly report card of each student in the school. On these reports, the principal writes notes of encouragement to students as well as suggestions for ways to improve.

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 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3837</u> K	<u>\$3837</u> 1st	<u>\$3837</u> 2nd	<u>\$3837</u> 3rd	<u>\$3837</u> 4th	<u>\$3837</u> 5th
<u>\$3837</u> 6th	<u>\$3837</u> 7th	<u>\$3837</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 5680 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1266
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
4 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
15 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 1 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	78	78	83	89	87
Number of students tested	30	38	34	37	41
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 1 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	67	62	76	84	81
Number of students tested	30	38	34	37	41
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 2 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	82	88	88	89	88
Number of students tested	32	35	34	42	33
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	100	100	100	100	100
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	90	88	81	86	80
Number of students tested	36	35	36	32	38
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	77	81	85	80	84
Number of students tested	34	35	28	41	36
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	78	83	73	89	81
Number of students tested	36	30	36	42	31
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	79	73	82	74	68
Number of students tested	28	35	31	30	31
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	76	79	79	72	76
Number of students tested	28	31	27	32	33
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

