

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: Mrs. Ann Miller

Official School Name: St. Raphael School

School Mailing Address:

525 Dover Center Road
Bay Village, OH 44140-2360

County: Cuyahoga State School Code Number*: 056366

Telephone: (440) 871-6760 Fax: (440) 871-1358

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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. 9 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	48	40	88
K	49	41	90	7	34	42	76
1	38	52	90	8	31	39	70
2	44	46	90	9			0
3	45	37	82	10			0
4	38	44	82	11			0
5	42	47	89	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							757

6. Racial/ethnic composition of the school:

	0 % American Indian or Alaska Native
	1 % Asian
	0 % Black or African American
	1 % Hispanic or Latino
	0 % Native Hawaiian or Other Pacific Islander
	98 % White
	% 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: 2 %

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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1.	757
(5)	Total transferred students in row (3) divided by total students in row (4).	0.016
(6)	Amount in row (5) multiplied by 100.	1.585

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

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.

St. Raphael School has a lunchroom where students bring in a bag lunch.

Students eligible for free/reduced price milk: 1%

Total number students who qualify: 4

10. Students receiving special education services: 6 %

Total Number of Students Served: 47

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>29</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>11</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>2</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>5</u>
Special resource teachers/specialists	<u>1</u>	<u>5</u>
Paraprofessionals	<u>3</u>	<u>3</u>
Support staff	<u>4</u>	<u>4</u>
Total number	<u>40</u>	<u>17</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 24 :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	98%	98%	97%	97%	98%
Daily teacher attendance	98%	98%	97%	99%	98%
Teacher turnover rate	3%	3%	13%	7%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher turnover rate is determined by dividing the number of teachers who left St. Raphael School by the total number of full time teachers and then multiplied by 100. In 2005-2006 St. Raphael School had 4 teachers leave due to retirement and other reasons.

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	<u>0</u> %
Enrolled in a community college	<u>0</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>0</u> %
Total	<u>0</u> %

PART III - SUMMARY

St. Raphael School is a fully accredited Roman Catholic Elementary School in Bay Village, Ohio serving children in grades K-8. From its opening in 1948 to the dedication of the Parish Activity Center in 2008, St. Raphael School has been a Catholic community where students live their faith and learn through a commitment to academic excellence. The strong Catholic identity and faith-based curriculum that is carried out to all students by an outstanding faculty and staff are the foundations that set St. Raphael apart from other schools.

St. Raphael presently serves 757 students from eleven communities. Situated in the City of Bay Village, St. Raphael is unlike most neighborhood Catholic schools in that students come from a number of communities and some travel considerable distances to attend St. Raphael. The curriculum complies with Ohio state standards and the Diocese of Cleveland Graded Course of Study and is based on the belief that quality education actively engages students in meaningful and challenging work that develops confident and self-directed learners. St. Raphael students consistently score in the high 90th percentile on standardized tests in Reading, Language Arts, Math, Social Studies and Science. Student success is not limited to the core academic subjects. St. Raphael offers students in grades 1-8 a multi-dimensional music education program as well as weekly instruction in visual art and physical education. In addition, students in grades 6-8 participate in a foreign language program.

St. Raphael sets the standard for Catholic elementary education in using technology as a tool to enhance and compliment teaching and learning across the curriculum. The school has a computer lab, student laptop computers, wireless Internet access, and an on-site technology staff for technical support and staff training. Each classroom has an interactive white board, a digital visual presenter, a projector and computer to help to create endless possibilities for interactive learning and teaching across the curriculum.

The resources available at St. Raphael School compliment the commitment of administration, faculty and staff. In addition to motivating, challenging and developing students in their subject area, the faculty takes advantage of a variety of opportunities for professional growth and development. Not only do these opportunities enhance the faculty's skills and abilities as professional educators, but many of them also offer the opportunity to reflect on ways to integrate Catholic values into teaching.

Parent volunteers also enhance the education at St. Raphael and serve as models of faith and service to all students. Parent volunteers are visible at all grade levels. In addition to chaperoning field trips and retreats, parents are involved with school-wide events such as the book fair and annual science fair, assist with a variety of service projects, and help to coach and moderate athletic and academic teams.

Students at St. Raphael are also provided with a variety of opportunities to participate in co-curricular activities that extend the school's mission. Organizations such as Student Council, Drama Club, Concert Band, Science Olympiad, the school newspaper and Power of the Pen are examples of co-curricular activities that allow St. Raphael students to exhibit their many God-given talents. Faith and service based activities such as serving Mass, preparing meals for local hunger centers, class and school-wide retreats and the annual day-long, all-school retreat, Spiritual Olympics, let students actively follow the model of Jesus Christ.

The commitment of faculty, students and families towards living the mission of developing exemplary students and mature disciples of Jesus Christ allows St. Raphael to remain an outstanding school dedicated to encouraging students to reach their full potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

St. Raphael School administers the Iowa Test of Basic Skills (ITBS), a nationally norm-referenced test, to students in grades 1-7 in the spring of each academic year. Form A of the ITBS was used from 2005-2007 and Form C of the ITBS was used in 2008 and 2009. As displayed in the data tables at the end of this application, all students were included in the testing and the student population of St. Raphael reflects no subgroups or disparities. The school does not participate in the state assessment system. When looking at the percentile rank of average National Student Norms in reading, St. Raphael students scored a 78% compared to the cut score of 76%. In math, St. Raphael students scored 82% compared to the cut score of 73%, illustrating that scores are above the qualifying score for Blue Ribbon status. In reading, the first grade scored a percentile ranking of 7 points above the qualifying score, second grade 16 points, third grade, 5 points, fifth grade, 8 points, and sixth grade, 10 points. In math, the first grade scored a percentile ranking of 20 points above the qualifying score, second grade, 9 points, third grade, 8 points, fourth grade, 5 points above, fifth grade, 12 points above, and sixth grade, 10 points above. Across the board over the last five years, math scores are generally higher than reading scores.

Other than the fact that math scores tend to be higher than reading scores, there are no real identifiable trends or significant gains or losses in math or reading over the past five years. Scores are consistently in the highest percentiles in the nation. While there is always room for improvement, the truth of the matter is that students at St. Raphael perform fabulously on the ITBS. Individual student gains are routinely in excess of one and one-half years each year the test is administered. Prior to the 2003-2004 school year, St. Raphael administered the ITBS to only grades one, three, five, and seven. In order to dramatically enhance the use of these test results to improve instruction, beginning with the 2003-2004 school year testing was extended to all grades, but kindergarten and eight. This has advanced the ability to monitor the progress of individual students to allow for more effective intervention and enrichment. It has also allowed St. Raphael to monitor more closely the effectiveness of instruction at virtually every grade level and to identify and strengthen areas of relative weakness. This additional investment of money and time on the part of administration and staff has allowed St. Raphael to gain maximum benefit from the ITBS as an assessment tool.

At St. Raphael School the outstanding ITBS scores are a testament to the school's curriculum, instructional methods, professional development, and leadership. In short they are a testament to St. Raphael's commitment to educate the whole child, to leave no child behind, and to provide a learning environment where it can honestly be said that St. Raphael is satisfying its mission to be a "Catholic community where we live our faith and learn through a commitment to academic excellence". The ITBS scores are proof that St. Raphael is committed to academic excellence.

2. **Using Assessment Results:**

Upon receipt, the assessment data of the ITBS is reviewed and analyzed by the administration. It is made available to staff members for individual review. The administration meets with teachers and staff, by grade-level, by department/subject, and individually to discuss the results and their implications and to devise an appropriate plan of action.

The assessment data of the ITBS is analyzed by the administration and faculty of St. Raphael School to direct continuous improvement, to determine the personal teaching goals of each faculty member, and to establish the student achievement goals for each academic content area. Individual question scores are analyzed to determine student strengths and weaknesses and to adjust content delivery to improve on areas of relative weakness. The data is used to determine the allocation of resources for personnel to most benefit the students who need interventions. Test scores are used by the faculty to identify the students who will most benefit from academic intervention or enrichment classes from the variety of support specialists at the school. The intervention specialists, special education tutor, special education teacher, two general education tutors, mathematics specialist, full-time psychological services provider, and speech/communications specialist use the test results to assist in determining the individual goals for their students. Professional development

workshops and in-services are offered to the faculty based on the results of the tests, with the focus being on the latest research as to the most effective instructional methods available to address areas of relative weakness that may appear in the test results. For example, the relatively lower reading scores were addressed by making writing and reading-related curriculum goals a priority without sacrificing strong math instruction. The faculty attended in-services with the objective to strengthen teaching methods in writing across the curriculum and incorporate strategies as how to best differentiate instruction for each child.

3. Communicating Assessment Results:

Assessment results are communicated to school families, parishioners, and the communities served in a variety of ways. Individual student scores are sent to parents, along with information to assist them in understanding the scores. The principal and teachers are available to review the scores with parents upon request. Assessment results are included in the principal's newsletter and are posted on the school website.

The principal and assistant principal deliver the State of the School report to the parish at-large during the homily of all weekend Masses of Catholic Schools Week, and a summary of the ITBS results which compare St. Raphael to other schools, locally and nationally, is provided in the Annual Report. The significance and use of assessments are described and explained in the Annual Report. A brochure for prospective kindergarten families is prepared with the assessment data available and a similar informational packet is given to families new to the school.

Students in grades 6-8 have academic progress updated to their Edline account. Edline is a web-based grade book allowing each student and parent the opportunity to check progress at any time. Students in grades 1-5 are issued printed mid-quarter progress reports; students in grades 6-8 receive a printed mid-term progress report if the child is earning a grade of C- or below or if there is a downward trend in grades. Parent-teacher conferences are held twice a year. Additional conferences are held on an as-needed basis. Each teacher has a website to update families on homework assignments, long-term projects, test dates, and other pertinent classroom information.

St. Raphael communicates student performance to local civic leaders, real estate agents, and senior citizens of the parish by hosting separate open houses allowing each group the opportunity to tour the school and have questions answered by faculty and students. Guests are given school brochures and the Annual Report.

4. Sharing Success:

First and foremost, St. Raphael School shares its successes by preparing its students to excel at all of the area high schools, public and private. Nearly all students are accepted at the high schools of their choice, many of them with very competitive admissions standards. Local colleges and universities send education majors to St. Raphael for field observations and student teaching as part of their undergraduate course work. The faculty of St. Raphael routinely joins with the faculties of other Catholic schools to share best practices. St. Raphael has hosted these informational sharing days, allowing other teachers to see the outstanding practices, technology, and other features of St. Raphael. As a direct result of these joint faculty meetings, science teachers at another Catholic school have asked St. Raphael teachers to help them improve the quality of their science instruction and organize a science fair. Faculty members of St. Raphael share their knowledge of the most current trends in educational technology and methodology at local and national Catholic teacher conferences.

The principal and assistant principal have served on external validation committees involved in the accreditation process of other Catholic schools. The principal regularly hosts and attends informal meetings of local Catholic school principals for the sharing of experiences, ideas, and best practices. The assistant principal actively assisted a local Catholic school in creating and filling the position of assistant principal. Historically and particularly in this difficult job market the administration makes it a point to employ recent graduates as substitute teachers.

In the event that St. Raphael is honored with Blue Ribbon status, it will continue to share its successes with other schools, first by proudly displaying the visible signs of the award and then by making administration and staff available, as in the past, to any student teacher, teacher, administrator, or school seeking improvement.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at St. Raphael School is based upon and in full compliance with the State Standards of Ohio and the Graded Courses of Study of the Diocese of Cleveland. The curriculum includes religion, mathematics, language arts, science, health, social studies, physical education, music, art, computer science, and Spanish.

The Statement of Mission guides the academic program at St. Raphael and sets the tone for the learning environment. Because neighboring communities have excellent public school systems, St. Raphael must offer and maintain the highest level of academic excellence in order to be a viable educational alternative.

Religious instruction is intertwined in everything done, said, and taught and is delivered through formal classes, daily school and classroom prayer, sacramental programs, monthly and grade-level Masses, multiple service projects, and grade-level and school-wide retreats. The curriculum is enhanced by the Ignatian Spiritual Exercises for children.

The mathematics program is a source of pride and satisfaction. In addition to the Graded Course of Study, teachers employ the spiraled Simple Solutions series daily. All teachers offer extra help for remediation and enrichment. There is a vibrant peer-tutoring program and St. Raphael employs a math specialist who offers a wide range of enrichment opportunities to all junior high students.

A strong and diverse language arts program is essential to developing the communication skills necessary for students to be successful. St. Raphael offers peer tutoring, a school newspaper, a writer's workshop, and Power of the Pen competition. The library, with over 17,000 items and a full-time librarian are invaluable resources for all students.

Through the use of a fully equipped science lab, the science program focuses heavily on scientific inquiry, exploration discovery and problem solving skills. Curriculum is enriched by the yearly science fair for all sixth, seventh and eighth grade students, Invention Convention and Science Field Day. Over 90 students participate in the Science Olympiad program. St. Raphael School and its science teachers have received the Governor's Award for Excellence in Youth Science Opportunities for the last three years.

The social studies curriculum educates the students about various cultures, societies, the workings of government, geography and current events. The curriculum enables students to understand their roles and civic responsibilities for peace and social justice.

Health and physical education at St. Raphael are provided for all students, Kindergarten through eighth grade. St. Raphael strives to foster positive attitudes, knowledge and understanding of physical activities and personal health that will contribute to healthy life styles.

Music and visual arts are critical for students to achieve academic excellence. Music students in all grades are taught basic singing/vocal skills through age-appropriate music. There are three bands, Beginning, Cadet and Concert. In the formal visual art program students 1-8 participate in art once a week in an art lab studio atmosphere. Lessons include drawing, painting, sculpture, ceramics and textiles with a concentration in design and composition in each of the areas.

Computer science is taught formally in the computer lab, but is infused into every aspect of the curriculum. St. Raphael has student laptop computers, wireless Internet access, and an on-site technology staff for

technical support and staff training. Each classroom is equipped with 21st century equipment that creates endless possibilities for interactive learning and teaching across the curriculum.

An introductory Spanish class begins in sixth grade. By studying the language and culture in depth, Spanish in seventh and eighth grades is equivalent to first year high school Spanish and then some. By the end of eighth grade the majority of our students test into second or third year Spanish in high school. St. Raphael is in compliance with the program's foreign language requirements.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The primary grades concentrate on phonics, vocabulary, sight words, skill development, and comprehension. Each child (K-3) is individually evaluated three times a year with the Dynamic Indicators of Basic Early Literacy Skills (Diebels). When students are not achieving the benchmarks, interventions are set in place and implemented.

The Wilson Foundations Phonics Program has been implemented in grades K-2. It is a very structured program. In addition to guided reading groups, primary teachers use leveled readers, Accelerated Reader, centers, grammar instruction, internet sites, journal writing, story mapping, Writers' Workshop, plays, graphic organizers, study guides, writing class books, and special projects that correlate with themes.

All of these activities are continued in the intermediate grades. A variety of writing activities that cross the curriculum are used. Different forms of writing are developed in response to specific reading genres. Novels are developed and discussed in reading groups. Research skills are developed and expanded. The eight parts of speech are explored and developed.

Junior high concentrates on novels, vocabulary development, and written and oral expression. Students who do not take Spanish in junior high have an additional literature class with a main focus on reading comprehension.

St. Raphael is dedicated to differentiation of instruction. Staff implements a variety of strategies to meet the needs of the students. All reading teachers tutor before or after school. Many one-on-one sessions take place during recess time. There are two general education tutors. Adult volunteers work once a week with all the first graders. Peer tutoring is made available once a week before school. Students who need extra help are often given additional materials to use at home.

Advanced students are encouraged to challenge themselves with books, webquests, computer activities, story starters, and reports. They may participate in Power of the Pen and the school newspaper.

3. Additional Curriculum Area:

The mathematics program at St. Raphael School is designed to prepare students for the rigors of high school math in the neighboring high-achieving school districts as well as the highly competitive Catholic high schools. Based on the success of St. Raphael students in high school and evidenced by strong Iowa test scores, the program is succeeding.

Math teachers at St. Raphael are in the midst of curriculum mapping to ensure a strong, cohesive mathematics program for all students. In 2009-10 St. Raphael adopted a new text series from Glencoe/McGraw Hill that stresses problem solving and the use of manipulatives. As a supplement, students at every grade level use the spiraled Simple Solutions series daily. Simple Solutions was adopted a number of years ago as a tool to address ITBS computation scores that were lower than other math scores. Since the adoption of Simple Solutions there has been an increase in computation scores and a bolstering of other math scores. Another recent initiative was to expand and improve writing across the content areas of the

curriculum. Specifically, students are required to use symbols and vocabulary to express mathematical results in the form of written communication.

What truly makes the math program at St. Raphael unique is the myriad of tutorial and enrichment activities regularly provided in every grade. All students are invited to challenge themselves regardless of their own level of achievement. In addition to the remedial math help offered at all grades are early morning enrichment opportunities such as personal finance, algebraic expressions and classic algebra word problems, and a preview of geometry and trigonometry. These opportunities culminate in a simulated Ohio Graduation Test given in April where 90% of the junior high students who regularly attended and took the test exceeded the state passing grade. An outside company awards cash scholarships to the highest achievers on this test.

4. Instructional Methods:

At St. Raphael School instructional methods are inspired by some very basic notions taken from the Statements of Mission and Belief, research and best practices of exemplary schools, the No Child Left Behind Act, and the 21st Century Classroom initiative. It is believed that every child can learn and can strive for his/her own level of “academic excellence”. Not only is it believed that “no child be left behind” it is believed that every child must be pushed to their unique full potential. To accomplish this, St. Raphael employs a wide variety of differentiated instructional methods to address all learning styles.

Determining individual student needs begins with the Early Prevention of School Failure (EPSF) kindergarten screening process, continues with Dynamic Indicators of Basic Early Literacy Skills (Diebels) testing in K-3, moves into the Intervention Assistance Team (IAT) process using the Response to Intervention (RTI) model, and proceeds through identification of students with special learning needs who qualify for an Individualized Education Plan (IEP). All of this results in instructional methods used by classroom teachers, two general education tutors, a learning disabilities teacher and tutor, and all other teaching staff. Staff employs lecture, stations, cooperative grouping, discussion, role-playing, hands-on projects, small and large group work, peer tutoring, one-on-one instruction, and more. All teachers make themselves available for regular before and after school remediation and enrichment.

21st Century technology is incorporated and infused into every part of the curriculum. Teachers embrace and use technology across all grade levels. From the first-class computer lab, to the ninety wireless laptops in mobile labs, to the interactive white boards and digital visual presenters in every classroom, to the use of in-house closed circuit TV and distance learning, technology is a part of every day for every student at St. Raphael.

5. Professional Development:

Professional development at St. Raphael School begins with the support and encouragement of the Parish through the Pastor. Teachers and staff are encouraged to attend workshops and in-services that they deem to be of value. They are also encouraged to take graduate courses, seek advanced degrees, including masters, and obtain additional content-area endorsements. What makes St. Raphael unique is that these opportunities are encouraged without limitations and with the full financial support of the Parish. All tuition, costs, and fees are reimbursed at 100%. Obviously this is a benefit to the teachers whose pay increases with the number of hours taken and degrees obtained, but the real beneficiaries are the students. Teachers are constantly and consistently improving and updating content and instructional methods so that students can achieve “academic excellence”.

Professional development at St. Raphael also includes monthly faculty meetings where the majority of time is spent with faculty presentations; grade-level and content area meetings frequently attended by the principal; and, technology workshops offered three Wednesday mornings a month by the technology coordinator and computer teacher. The faculty and staff also routinely meet with the faculties and staffs of other local

Catholic schools to share ideas, strategies, and best practices all for the ultimate benefit of St. Raphael students.

In furtherance of the school improvement plan, administration has recently provided mandatory in-services in the areas of writing across all content areas and the teaching, appreciation of, and praying of the Rosary. For the latter, administration enlisted the expertise of a member of the Parish staff who provided a half-day presentation. For the former, administration hired a speaker to present a daylong in-service on the topic.

Professional development, individual and staff-wide, is of the highest priority for the administration and Pastor. St. Raphael prides itself on hiring and retaining only the highest qualified and motivated personnel.

6. School Leadership:

School leadership at St. Raphael School officially consists of the Pastor, Principal, and Assistant Principal in separate and distinct roles. In reality it is a collaborative effort of a team consisting of those three positions, faculty, staff, and stakeholders. The Pastor, Principal, and Assistant Principal meet two times a month to discuss issues at the school including, but not limited to, staff development, facilities use, scholarships, maintenance, and staffing. These meetings have the overriding theme of keeping everyone focused on the mission to be a "Catholic community where we live our faith and learn through a commitment to academic excellence". The Principal and Assistant Principal are in constant contact, collaborating on all major decisions affecting the school. Each week the Principal and Assistant Principal meet with department heads representing each of the three grade clusters, primary, intermediate, and junior high. Department heads in turn meet once a week with their departments communicating with administration and the rest of the school through email minutes and weekly lunch meetings. Principal and Assistant Principal meet at the end of each school year with each grade level, specials teachers, and staff for reflection on the past year, goals for the upcoming year, discussion on the academic progress of classes and individual students.

Principal and Assistant Principal are ex officio members of the School Advisory Council (SAC) consisting of parents, teachers, and parish staff. SAC meets once a month to discuss school issues including enrollment, marketing, scholarships and facilities. Once per quarter the Principal and Assistant Principal host an informal coffee for stakeholders to share concerns, observations, and questions. The Principal prepares and posts at the school website a monthly newsletter made available to all school families. Perhaps above all else, Principal and Assistant Principal are eminently accessible to teachers, staff, parents, and students through a widely communicated "open door policy".

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>\$2070</u>	<u>\$2590</u>	<u>\$2590</u>	<u>\$2590</u>	<u>\$2590</u>	<u>\$2590</u>
K	1st	2nd	3rd	4th	5th
<u>\$2590</u>	<u>\$2590</u>	<u>\$2590</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 3373 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1822
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
1 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
2 %

Subject: Reading

Grade: 1 Test: Iowa Test of Basic Skills

Edition/Publication Year: See note below 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	85	76	86	88	85
Number of students tested	90	88	84	89	84
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:

Years 2004-2005, 2005-2006, and 2006-2007 used Form A. Years 2007-2008 and 2008-2009 used Form C.

Subject: Reading

Grade: 2 Test: Iowa Test of Basic Skills

Edition/Publication Year: See note below 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	80	81	78	86	82
Number of students tested	87	81	91	87	80
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:

Years 2004-2005, 2005-2006, and 2006-2007 used Form A. Years 2007-2008 and 2008-2009 used Form C.

Subject: Reading

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: See note below 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	74	78	82	78
Number of students tested	83	90	90	85	74
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:

Years 2004-2005, 2005-2006, and 2006-2007 used Form A. Years 2007-2008 and 2008-2009 used Form C.

Subject: Reading

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: See note below 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	70	77	77	85	79
Number of students tested	89	90	85	70	88
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:

Years 2004-2005, 2005-2006, and 2006-2007 used Form A. Years 2007-2008 and 2008-2009 used Form C.

Subject: Reading

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: See note below 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	80	79	76	78	82
Number of students tested	89	85	70	86	73
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:

Years 2004-2005, 2005-2006, and 2006-2007 used Form A. Years 2007-2008 and 2008-2009 used Form C.

Subject: Reading

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: See note below 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	83	78	75	83	82
Number of students tested	79	70	85	75	80
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:

Years 2004-2005, 2005-2006, and 2006-2007 used Form A. Years 2007-2008 and 2008-2009 used Form C.

Subject: Mathematics

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: See note below 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	82	83	82	84
Number of students tested	68	87	76	83	76
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:

Years 2004-2005, 2005-2006, and 2006-2007 used Form A. Years 2007-2008 and 2008-2009 used Form C.

Subject: Reading

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: See note below 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	77	82	82	83
Number of students tested	68	87	76	83	76
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:

Years 2004-2005, 2005-2006, and 2006-2007 used Form A. Years 2007-2008 and 2008-2009 used Form C.