

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

Official School Name Saint James School
(As it should appear in the official records)

School Mailing Address 6111 Cheviot Road
(If address is P.O. Box, also include street address.)

Cincinnati Ohio 45247-6120
City State Zip Code+4 (9 digits total)

County Hamilton State School Code Number* N/A

Telephone (513) 741-5333 Fax (513) 741-5312

Web site/URL www.stjameswo.org E-mail khartman@stjameswo.org

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

(Principal's Signature) Date _____

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

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

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

(Superintendent's Signature) Date _____

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

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

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

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

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 grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

2. District Per Pupil Expenditure: N/A
 Average State Per Pupil Expenditure: N/A

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. 4 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

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

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | | | | 7 | 52 | 60 | 112 |
| K | | | | 8 | 75 | 68 | 143 |
| 1 | 56 | 44 | 100 | 9 | | | |
| 2 | 54 | 49 | 103 | 10 | | | |
| 3 | 65 | 48 | 113 | 11 | | | |
| 4 | 56 | 49 | 105 | 12 | | | |
| 5 | 62 | 53 | 115 | Other | 2 | 3 | 5 |
| 6 | 68 | 66 | 134 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 930 |

6. Racial/ethnic composition of the school: 98 % White
.4 % Black or African American
.1 % Hispanic or Latino
1 % Asian/Pacific Islander
 % American Indian/Alaskan Native
100% Total

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

7. Student turnover, or mobility rate, during the past year: 0.31 %

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

| | | |
|-----|---|-------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year | 2 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year | 1 |
| (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 | 980 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | .0031 |
| (6) | Amount in row (5) multiplied by 100 | .31 |

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

Number of languages represented: _____

Specify languages:

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 15

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

10. Students receiving special education services: $\frac{4}{34}$ %
 Total Number of Students Served

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

| | |
|------------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 3 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 1 </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> 26 </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> 2 </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> 2 </u> Multiple Disabilities | |

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

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) | <u> 2 </u> | <u> 1 </u> |
| Classroom teachers | <u> 40 </u> | <u> 7 </u> |
| Special resource teachers/specialists | <u> 3 </u> | <u> 6 </u> |
| Paraprofessionals | <u> 4 </u> | <u> </u> |
| Support staff | <u> 4 </u> | <u> 4 </u> |
| Total number | <u> 53 </u> | <u> 18 </u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98 % | 97 % | 97 % | 97 % | 97 % |
| Daily teacher attendance | 98 % | 97 % | 97 % | 96 % | 97 % |
| Teacher turnover rate | 11 % | 13 % | 9 % | 9 % | 6 % |
| Student dropout rate (middle/high) | 0 % | 0 % | 0 % | 0 % | 0 % |
| Student drop-off rate (high school) | 0 % | 0 % | 0 % | 0 % | 0 % |
| | | | | | |

PART III -- SUMMARY

St. James School, located in a suburb of Cincinnati, Ohio, is a school steeped in tradition. On May 5, 1844, St. James Church became the first parish to be established outside the city limits in Hamilton County. A one room log cabin schoolhouse followed shortly. The first brick schoolhouse was built in 1874 and was replaced in 1912 by what has become the core of the current school. Building additions in 1957, 1963, and 1994 developed into the current facility. Many parents and grandparents of current students attended St. James themselves. Former students who have moved away from the area frequently choose to move back when they have children of school age. The school creates a sense of pride in the parish, as evidenced by the many people who continue to financially support the school and volunteer their services, even though they no longer have children attending the school. Since the last Blue Ribbon Award, these dedicated families, along with school families, have donated over 1.1 million dollars to the school for the installation of a top-notch technology program, have funded the creation of an art studio and a science lab, and have donated funds to completely renovate the library. Financial support is excellent, but it pales when compared to the volunteer support for the school. The student turnover is practically non-existent in that less than one percent of the student body transfers in a typical school year.

St. James has an enrollment of 930 students in grades 1-8, which makes it the largest Catholic elementary school in the state. (Kindergarten is being considered for next year.) The current enrollment is adequately housed within the school which contains thirty-six regular classrooms, a Spanish room, two music rooms, a nurse's clinic, a cafeteria, a newly renovated library/media center, two computer labs, an art room, a science lab, a childcare room, and a developmentally handicapped classroom. A modular unit houses the Accelerated Language Arts Program, a psychologist, a guidance counselor, a speech/language specialist, an occupational therapist, a reading specialist, a math specialist, and a secretary. The parish center contains a state of the art gymnasium and a stage for theatrical productions. The facilities are well staffed and stocked with the supplies and equipment required to meet the needs of the students.

A major strength of St. James is the fact that the school has the capacity to meet the needs of all of its students. In conjunction with the curriculum developed for the "typical student," differentiated instruction methods are utilized to meet students' needs at their level. An Intervention Assistance Team aids teachers in developing accommodations and methods of differentiation to meet the needs of individual students. Programs exist for students needing additional support services as well as for students who are achieving at the highest levels. By providing a vast array of educational opportunities, St. James is meeting its "mission": to provide for the spiritual, academic, social, emotional, physical, and aesthetic needs of each child in a religious environment. The academic strengths of St. James School are evidenced by the fact that the students achieve at a high level. Thirteen of the twenty-three scholarships given by our feeder high schools were offered to our eighth grade students last year, including the highest score at both high schools. Students voluntarily participate in numerous Christian service projects throughout each school year, and the Heartwood Character Education Program is used to complement our religious instruction. A strong, caring, dedicated, well-trained, and enthusiastic faculty is another strength. The leadership is competent, caring, dedicated, and continually seeking ways to improve.

St. James School is unique in a variety of ways. Excellence is an integral part of the school's tradition. In October of 1999, St. James School became one of a small number of schools across the nation to have been awarded the Blue Ribbon of Excellence three times (1988, 1992, and 1999). The school holds a 1991 National Drug Free Schools Award, as well as a 2000 Catholic Schools for Tomorrow Award in technology (sponsored by the NCEA). St. James School was the first Catholic school in the city to start a class for gifted students, and is the only Catholic elementary school in the Archdiocese of Cincinnati to have class for developmentally handicapped students. St. James continues to address the bullying/teasing issues plaguing all schools through its staff/student character education and peer mediation programs in order to create a positive environment and ensure that no child is ever left behind in any fashion.

PART IV -- INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The Archdiocese of Cincinnati's central school office requires the administration of the TERRA NOVA achievement test and the IN VIEW cognitive abilities test in the fall for grades 2, 4, 6, and 8. St. James School has expanded this directive by using the TERRA NOVA achievement tests for all students in grades 2 through 8 (form C) in the fall and for all students in grades 1-7 (form D) in the spring (grade 1 uses form C in the spring because no form D is available at grade 1). There are no significant subgroups to report at St. James.

By expanding the scope of testing, students' progress in reading and math, as well as other areas tested, is able to be tracked more thoroughly. The Item Analysis Report provided by McGraw/Hill is used extensively to diagnose weak areas for individual students, as well as locating any problem areas that may be developing in the overall math and reading curriculums. If any areas are identified (especially in the fall), teachers at individual grade levels can adjust their programs to address these areas. In spite of the fact that the testing company stated that form C and form D are comparable tests, our findings indicated that a spring and fall comparison was not accurate or reliable. Spring testing continues because the results of both fall and spring testing, along with several other indicators, are used as factors in determining reading and math group placements for the following school year.

Traditionally, the reading and math scores of the students of St. James have been excellent. The school percentiles at every grade level are continually within the top ten percent of the country with very few exceptions. For interpretation purposes, if a grade level percentile in reading is 50, the score would indicate that half of the students in the school scored at the 50th percentile or above, and half of the students scored below the 50th percentile. Using the fall of 2005 eighth grade scores as an example, St. James students have received a reading score of the 80th percentile. This means that half of the eighth grade students (65) scored at or above the 80th percentile. This is 30 points above the national average of the 50th percentile. In fact, only 5% (or 9 out of 129) eighth grade students scored below the 50th percentile in reading. This is a clear indication that students are successfully mastering the challenging reading curriculum. The eighth grade math percentile for fall of 2005 was 83. This means that half of the eighth grade students (65) scored at or above the 83rd percentile. This is 33 points above the national average of the 50th percentile. The math program includes a full year Algebra I course for approximately half of the eighth grade students and pre-algebra courses for approximately half of the seventh grade students. The reported percentiles indicate that the students are very successful in math performance. In the fall of 2005, 88% of St. James eighth grade students scored above the 50 percentile in math, with 75 out of 129 students being in the top quartile. The percentiles for reading and math for other years of the testing, as well as other grade levels, can be interpreted in a similar fashion.

Because the IN VIEW cognitive abilities test is given in grades 2-4-6-8, schools can receive a predicted score based on students' abilities. St. James students consistently score above the predicted level, especially in reading and math. The excellent scores in the top grade levels also seem to indicate that the longer students stay at St. James, the more competent they become at mastering these subject areas.

PART IV -- INDICATORS OF ACADEMIC SUCCESS

2. Using Assessment Results: Teachers of each academic area use standardized test results to analyze the individual student's, the grade level's, and the school's strengths and weaknesses. Because Saint James School tests all grade levels (except 1st) in the fall and all grade levels (except 8th) in the spring, significantly more information is available to help teachers and parents identify weak and strong areas and develop interventions to address problem areas. School administrators make use of the TestMate Clarity computer program which allows them to compile long term testing information on students and grade levels. Teachers make use of the Item Analysis Report from the TERRA NOVA tests. This report provides specific skills information for each student and allows teachers to do internal grouping if students share similar weaknesses. As a result, assistance is provided to individual students in the classroom or through one of the seven academic specialists available to students. Academic departments, curriculum committees, and the administration use test results to modify the curriculum and adjust instructional approaches to further ensure that the needs of every child are met. A student's effort and performance, teacher and parent input, and standardized test results are used to ability group students in reading and math, as well as identify students for the gifted program and candidates for remedial services. The school psychologist uses test results when preparing multi-factored evaluations to diagnose possible learning disabilities. The Intervention Assistance Team uses test results to help determine appropriate accommodations for a child and to provide valuable input for a family's pediatrician, psychologist, psychiatrist, or specialist. Finally, and with great caution, test results of individual grade levels and/or academic areas are used as one of many indicators of the effectiveness of staff members.

3. Communicating Assessment Results: Following the fall and spring administration of the Terra Nova tests, parents receive a detailed, personalized print out of their child's results. Meetings are held with staff members to make sure they are thoroughly familiar with the test results, and they can both respond to parental questions and use the results to further assist the students by adapting the curriculum where appropriate. Grade level and school-wide reports spanning several years of testing are prepared and shared with the staff and the parish Education Commission. Summaries are published in the Catholic Schools' Week newsletter. Group reports are also on file in the Archdiocesan School Office; however, care is taken to not release the results of one parish school to another parish school in order to prohibit competition and unfair comparisons of one school to another.

St. James School also formally communicates individual student performance with parents eight times per year by means of the mid-quarter interim reports and end of quarter report cards. Face to face parent-teacher conferences are held in the fall and spring. In addition, teachers share student progress with parents daily and weekly by means of study habit reports, notes home, assignment notebooks, test/quiz papers, email correspondence, telephone calls, Wednesday home-school envelopes, and teacher generated classroom/ homework web pages. Currently the school's administration and technology committee are searching for a service that will enable the school to post student information and grades on the Internet. The goal is to pilot a program this year, and then integrate the program for the 2007-2008 school year. Parents are also free to request updates from teachers whenever they so desire. Finally, students who qualify for the quarterly honor roll have their names posted in the main corridor for the entire subsequent quarter, and the names appear in the next issue of the parish newsletter and the Parent Teacher Organization's newsletter.

PART IV -- INDICATORS OF ACADEMIC SUCCESS

4. Sharing Success: St. James School frequently calls on other schools to solicit information and opinions. St. James has always been a willing partner with other schools in the community and will continue its long tradition of assisting any schools that seek information in their quest to improve their educational quality. To list just a few examples, since the receipt of our third Blue Ribbon Award, various members of the St. James School staff on multiple occasions have assisted schools regarding the following:

- inquiries and site visits interested in our technology program;
- schools seeking information about how to address the bullying situations in their schools;
- schools wanting to know how to start a developmentally handicapped program;
- schools asking for help with their Blue Ribbon applications;
- inquiries, site visits, and help requests on school database and grading programs;
- schools attending staff development and presentations on differentiation;
- schools attending workshops on Power Writing;

Success is also shared by various articles published in the community and local press. St. James School and various staff members belong to the Xavier University Initiative for Catholic Schools. This program brings math and science teachers together to share best practices. In addition, several staff members have presented sessions for the OCEA Convention and the NCTM Convention. The principal has visited Mount St. Agnes School in Bermuda specifically to help the school develop a more effective assessment program. Open houses are held at various times throughout the school year. Last year the St. James School Library was completely renovated. Along with painting and a total redesign, all new shelving, lighting, doors, air conditioning, tables, chairs and circulation desks were purchased. When the project (totally funded by parishioners' contributions) was completed, we sponsored an open house for the community, which included the unveiling of a patron board in the shape of a full bookcase.

PART V -- CURRICULUM AND INSTRUCTION

1. Curriculum (*Reading and Religion: Described in Subsequent Section*):

Language Arts: The language arts curriculum focuses on mastery of fundamental grammar rules in order to improve written and oral communication skills. A multi-sensory approach to grammar is used, which incorporates active oral participation, rhythm, and repetition. Grammar skills are not taught in isolation; rather the curriculum is designed to maintain a spiral effect from year to year. A common vocabulary and questioning process, which spans the grade levels, gives students the necessary tools to master and retain the numerous complex rules which apply to our language. Students complete various oral presentations each year, and the Power Writing and Six-Trait Writing models are employed at all grade levels.

Mathematics: Based on the NCTM Principles and Standards as well as the Ohio Department of Education Academic Content Standards for Mathematics, St. James has created a rigorous math program. Students are grouped by ability level allowing teachers to meet individual student needs through differentiated instruction. Patterns, measurement, algebra, geometry, data analysis and probability are taught at every grade level. Ultimately the math program develops students' problem solving skills enabling them to compute as well as reason and communicate logically in mathematical terms.

Science: St. James School's science program is designed to give students at each grade level opportunities to participate in hands-on activities which allow them to utilize the scientific method. In an effort to increase hands-on instruction, a central, fully-equipped science lab was created. By building on children's natural curiosity, as well as through investigation, making hypotheses, testing ideas, and drawing conclusions, students are able to make discoveries about their environment and themselves while developing skills in gathering, categorizing, quantifying and interpreting information.

Social Studies: The social studies curriculum is rooted in the belief that students should explore their connection to the past, recognize their place in the present, and consider their impact on the future. The program seeks to help students make discoveries about the world environment. Through the study of history, politics, government, economics, and geography, students learn to recognize their responsibility to respect and care for the world and empower them to become active members of the world community.

Fine Arts: Through our fine arts program students develop an awareness and appreciation for the arts, thereby educating the whole student. Music instruction stresses active participation in class while focusing on the basic elements of music using the Kodaly and Orff programs. Our full-time art teacher teaches students that art is a method of expression which can be utilized across the curriculum. A thriving Art Awareness program involves parents in classroom activities. Physical Education and health programs emphasize the importance of maintaining both a healthy body and a healthy mind.

Spanish: The Spanish curriculum teaches students in grades 7 and 8 the fundamentals of speaking, reading, and writing in a second language. Students acquire the vocabulary necessary to listen to and comprehend simple sentences and directions. Students have opportunities to develop their communication skills through both oral and written activities. The program focuses on giving students a solid foundation for the study of a second language prior to high school.

Technology: Teachers are continuously exploring technology and finding new ways to utilize technology in their class. Web Quests, SmartBoards, United Streaming, Inspiration activities, and PowerPoint presentations are just a few methods used by teachers to create interactive, exciting lessons. In addition to classroom exposure, students attend a weekly technology class where they receive direct instruction on keyboarding, PowerPoint, Inspiration, Publisher, Excel, Microsoft Keys, and safe, ethical Internet usage. Students employ these skills in their core classes aiding their learning and improving project production.

PART V – CURRICULUM AND INSTRUCTION

2a. Reading: St. James School uses a phonics-based, skills-driven reading curriculum that incorporates a progression from basic word recognition to literal and inferential meaning, and culminating with critical and analytical interpretation skills. Students are ability grouped within a homeroom in grades 1-2 and tracked in grades 3-8. To allow students to progress using materials that are within their ability range, an advanced fifth grade student will use a sixth grade text and a struggling fifth grade student may use a fourth grade text. Our basal text is multi-leveled and features an excellent redundancy of reading and phonetic skills. In grades 7 and 8 the textbooks change to a more literature based approach to reading, which reviews basic skills and stresses critical and analytical thinking skills. Phonics books and/or vocabulary books (assigned by ability levels) are integral to our program. Independent novel reading programs exist at various grade levels and the ACCELERATED READING PROGRAM is available at all levels. Built into many of the weekly class schedules is time set aside for sustained silent reading.

St. James School has always used very traditional methods of teaching reading. New approaches (e.g. Whole Language) have been explored when they became available, and new strategies from other methodologies have been incorporated when deemed beneficial; however, to date, we have not found an approach that we felt better served our students than what we use. Over a seven year period, our feeder high schools administered the Ohio Proficiency Test to ninth grade students, and 99% of our graduates passed the reading portion on their first attempt. Coupled with the performance of students on standardized tests and very positive feedback from area high schools, we are confident in our program's effectiveness.

3. Additional Curriculum Area--Religion: As a Catholic faith community, St. James School continues its rich tradition of teaching students to share the Gospel truth in a spirit of faith, hope, and love. Religion, along with spiritual formation, is the content area that is the stepping stone to all other curricular areas and is complemented perfectly by the Heartwood character education program. The mission statement of St. James School stresses that the students will become self-disciplined, faith-filled, individuals who strive to live as children of God. This is a monumental task, when one considers the many diverse opinions concerning religion, as well as, the many aspects and influences of life today which seem diametrically opposed to the ideals that God and religion embody.

The academic study of Catholicism plays an integral part in the fabric of the curriculum, not only through its content, but also by the practice of living Christian values. Our Christian Service Projects have inspired students to see a larger world and to strive to provide assistance where need exists. Through the modeling of our Christian values, every staff member is considered a teacher of religion. The study of religion, in conjunction with the Heartwood program and a strong personal faith formation program, enables all students to develop a vital, personal relationship with God. Religion is integrated across the curriculum through students reading trade books, writing reflections, engaging in discussions, and practicing basic Christian principles in their daily lives. Through religion classes, students become involved in the planning of and participation in liturgies by preparing music, lectoring, serving as ushers, liturgical dancing, cantoring, and singing in the choir, thereby creating a very positive atmosphere at mass.

Under the supervision of the seventh and eighth grade teachers, and using the Heartwood attributes of courage, loyalty, justice, respect, hope, honesty, and love; the junior high students plan and present monthly lessons and activities for grades 1-6. The results have not only rejuvenated the program within the school, but also provided an excellent leadership venue for our junior high students. As a result of the strong emphasis on the areas of religion and character education, St. James School has been able to build a nurturing climate within the classroom and school setting.

PART V - CURRICULUM AND INSTRUCTION

4. Instructional Methods: Dr. Kenneth Dunn said, “If they can’t learn the way we teach them, teach them the way they learn.” With this ideology in mind, teachers have developed numerous instructional methods in order to accommodate the learning styles of our unique, individual students. Differentiation is the cornerstone of instruction at St. James. Students are actively involved in their learning through large group, small group, and individualized instruction. Primary and intermediate level students work in small groups with the teacher, at centers or with parent volunteers. Across the grades students may be found silently or orally reading from a book, working in cooperative groups, viewing or presenting a PowerPoint presentation, participating in debate or role playing, typing on the classroom computers, participating in a jigsaw activity, solving math problems on a SmartBoard, observing a demonstration, or taking part in a hands on exploration. Teachers strive to develop lessons which move students to higher levels of thinking through the application, analysis, and synthesis of information.

Every effort is made to help all students recognize and use their own unique set of talents and abilities. Rather than comparing themselves with others, students are encouraged to do the best they can. The staff and parents of St. James School consistently reinforce in the students the ideology that nothing but one’s best effort is good enough, and one’s best effort is the hallmark of one’s success and self worth. If a student is unable to experience success in standard classes, the cadre of specialists is used quietly and respectfully, yet with purpose, to assist the student wherever help is needed. A collaborative approach among the teacher, parents, and the school’s Intervention Assistance Team helps to ensure that students’ individual needs are met and the highest level of success is achieved.

5. Professional Development: A committee of 18 staff members formulated our Ohio Catholic Schools Accrediting Association (OSCAA) Plan, which featured a very ambitious School Continuous Improvement Plan. Many aspects of the plan required extensive in-service professional development. The Academic Issues Committee has spearheaded the effort to complete and document all facets of the plan. The State of Ohio and the Archdiocese of Cincinnati require all teachers to be appropriately certified/licensed by the State Department of Education, and all religion teachers must be certificated by the Archdiocese. Every staff member is required to design and submit an Individualized Professional Development Plan (IPDP). Within the IPDP, staff members outline their professional improvement goals for the year, and the building principal ensures that staff members work towards and complete their goals.

Having recognized the importance of professional development in the quest for excellence, St. James School planned and hosted an in-service on differentiated instruction for over 300 participants from nine area schools. Additionally, St. James faculty and staff have received in-service training on SmartBoard technology, GradeQuick, Unitedstreaming, school bullying, character education, technology, Power Writing, Six-Traits of Good Writing, strategic planning, and personal spiritual development. In addition to the programs referenced above, continuing education units (CEU’S) for licensure renewal, advanced religion certification, advanced state teaching certificates/licenses, advanced college degrees, and advanced technology skills are goals for a great many of the faculty.

The impact this professional development has had within the school is quite profound. Teachers have reported how well-equipped they are to work with the students. Many teachers have become technologically savvy and through our professional development topics are able to implement the best practices that new technology has to offer. An OSCAA goal of investigating and developing more methods of differentiation to use in the classroom has resulted in parents commenting regularly on how well-prepared teachers are and how willing the teachers are to work with their children as individuals. The students, of course, are the beneficiaries, because better prepared teachers with current proven, methodologies produce better prepared, students, with confidence and the tools they need to succeed.

SAINT JAMES SCHOOL

TERRA NOVA: SECOND EDITION--CALIFORNIA ACHIEVEMENT TEST

Second Edition--2001 Form C (fall) Grades 2-8, Form D (spring) Grades 2-7, Form C (spring) Grade 1

CTB/McGraw-Hill

Scores are reported here as PERCENTILES.

We have no significant subgroups.

NOTE: The policy of the Archdiocesan School Office is to exclude certain students who have a SERVICE PLAN \ ISP. These excluded students are tested (with accommodations made according to their disability), but their results are not included in the school totals.

| | FALL TESTING | | | SPRING TESTING | | |
|----------------------------------|--------------|---------|---------|----------------|---------|---------|
| TESTING YEAR | 2005-06 | 2004-05 | 2003-04 | 2005-06 | 2004-05 | 2003-04 |
| TESTING MONTH | 10/2005 | 10/2004 | 10/2003 | 4/ 2006 | 4/ 2005 | 4/ 2004 |
| <u>GRADE 8</u> | | | | | | |
| READING TOTAL SCORE | 80 | 81 | 84 | * | * | * |
| MATH TOTAL SCORE | 83 | 81 | 79 | * | * | * |
| NUMBER OF STUDENTS TESTED | 129 | 138 | 140 | | | |
| PERCENT OF TOTAL STUDENTS TESTED | 99 | 100 | 100 | | | |
| NUMBER OF STUDENTS EXCLUDED | 1 | | | | | |
| PERCENT OF STUDENTS EXCLUDED | 0.8 | | | | | |
| <u>GRADE 7</u> | | | | | | |
| READING TOTAL SCORE | 80 | 79 | 79 | 87 | 79 | 78 |
| MATH TOTAL SCORE | 83 | 75 | 74 | 82 | 76 | 72 |
| NUMBER OF STUDENTS TESTED | 140 | 132 | 137 | 140 | 131 | 137 |
| PERCENT OF TOTAL STUDENTS TESTED | 96 | 99 | 100 | 96 | 99 | 100 |
| NUMBER OF STUDENTS EXCLUDED | 6 | 1 | | 6 | 1 | |
| PERCENT OF STUDENTS EXCLUDED | 4 | 0.8 | | 4 | 0.8 | |
| <u>GRADE 6</u> | | | | | | |
| READING TOTAL SCORE | 71 | 74 | 71 | 78 | 81 | 73 |
| MATH TOTAL SCORE | 82 | 80 | 77 | 77 | 81 | 73 |
| NUMBER OF STUDENTS TESTED | 116 | 142 | 133 | 116 | 142 | 133 |
| PERCENT OF TOTAL STUDENTS TESTED | 100 | 96 | 98 | 100 | 96 | 99 |
| NUMBER OF STUDENTS EXCLUDED | | 6 | 2 | | 6 | 2 |
| PERCENT OF STUDENTS EXCLUDED | | 4 | 2 | | 41 | 2 |
| <u>GRADE 5</u> | | | | | | |
| READING TOTAL SCORE | 79 | 79 | 82 | 72 | 73 | 77 |
| MATH TOTAL SCORE | 78 | 76 | 77 | 71 | 74 | 73 |
| NUMBER OF STUDENTS TESTED | 133 | 119 | 139 | 134 | 120 | 137 |
| PERCENT OF TOTAL STUDENTS TESTED | 98 | 100 | 97 | 98 | 100 | 96 |
| NUMBER OF STUDENTS EXCLUDED | 3 | | 4 | 3 | | 6 |
| PERCENT OF STUDENTS EXCLUDED | 2 | | 3 | 2 | | 4 |

NOTE: * Due to testing completed at our feeder high schools, eighth graders are tested only in the fall.

SAINT JAMES SCHOOL

TERRA NOVA: SECOND EDITION--CALIFORNIA ACHIEVEMENT TEST

Second Edition--2001 Form C (fall) Grades 2-8, Form D (spring) Grades 2-7, Form C (spring) Grade 1

CTB/McGraw-Hill

Scores are reported here as PERCENTILES.

We have no significant subgroups.

NOTE: The policy of the Archdiocesan School Office is to exclude certain students who have a SERVICE PLAN \ ISP. These excluded students are tested (with accommodations made according to their disability), but their results are not included in the school totals.

| | FALL TESTING | | | SPRING TESTING | | |
|----------------------------------|--------------|---------|---------|----------------|---------|---------|
| TESTING YEAR | 2005-06 | 2004-05 | 2003-04 | 2005-06 | 2004-05 | 2003-04 |
| TESTING MONTH | 10/2005 | 10/2004 | 10/2003 | 4/2006 | 4/2005 | 4/2004 |
| <u>GRADE 4</u> | | | | | | |
| READING TOTAL SCORE | 85 | 83 | 79 | 82 | 72 | 75 |
| MATH TOTAL SCORE | 82 | 78 | 73 | 88 | 77 | 78 |
| NUMBER OF STUDENTS TESTED | 117 | 135 | 123 | 117 | 135 | 123 |
| PERCENT OF TOTAL STUDENTS TESTED | 99 | 99 | 99 | 99 | 99 | 100 |
| NUMBER OF STUDENTS EXCLUDED | 1 | 2 | 1 | 1 | 2 | |
| PERCENT OF STUDENTS EXCLUDED | 0.9 | 2 | 0.8 | 0.9 | 2 | |
| <u>GRADE 3</u> | | | | | | |
| READING TOTAL SCORE | 84 | 80 | 77 | 76 | 70 | 71 |
| MATH TOTAL SCORE | 82 | 84 | 78 | 81 | 82 | 75 |
| NUMBER OF STUDENTS TESTED | 108 | 119 | 137 | 105 | 120 | 137 |
| PERCENT OF TOTAL STUDENTS TESTED | 100 | 99 | 99 | 98 | 99 | 99 |
| NUMBER OF STUDENTS EXCLUDED | | 1 | 2 | 2 | 1 | 2 |
| PERCENT OF STUDENTS EXCLUDED | | 0.8 | 1 | 2 | 0.8 | 1 |
| <u>GRADE 2</u> | | | | | | |
| READING TOTAL SCORE | 79 | 78 | 82 | 70 | 74 | 80 |
| MATH TOTAL SCORE | 87 | 86 | 86 | 81 | 82 | 87 |
| NUMBER OF STUDENTS TESTED | 117 | 112 | 118 | 116 | 112 | 118 |
| PERCENT OF TOTAL STUDENTS TESTED | 100 | 100 | 100 | 99 | 100 | 100 |
| NUMBER OF STUDENTS EXCLUDED | | | | 1 | | |
| PERCENT OF STUDENTS EXCLUDED | | | | 0.9 | | |
| <u>GRADE 1</u> | | | | | | |
| READING TOTAL SCORE | * | * | * | 82 | 82 | 85 |
| MATH TOTAL SCORE | * | * | * | 80 | 81 | 85 |
| NUMBER OF STUDENTS TESTED | | | | 103 | 113 | 114 |
| PERCENT OF TOTAL STUDENTS TESTED | | | | 100 | 100 | 100 |
| NUMBER OF STUDENTS EXCLUDED | | | | | | |
| PERCENT OF STUDENTS EXCLUDED | | | | | | |

NOTE: * First grade students are tested only in the spring.