

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

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

Official School Name Cary Academy  
(As it should appear in the official records)

School Mailing Address 1500 N. Harrison Ave.  
(If address is P.O. Box, also include street address)

Cary North Carolina 27513-5549  
City State Zip Code+4 (9 digits total)

Tel. (919) 677-3873 Fax (919) 677-4002

Website/URL www.caryacademy.org E-mail don\_berger@caryacademy.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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal’s Signature)

Name of Superintendent \* N/A

District Name N/A Tel. ( ) \_\_\_\_\_

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.

N/A Date \_\_\_\_\_  
(Superintendent’s Signature)

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

I have reviewed the information in this package, including the eligibility requirements on page 2, 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.

## **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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2003-2004 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 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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**

**DISTRICT** (Questions 1-2 not applicable to private schools) N/A

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other (Briefly explain)  
 \_\_\_\_\_ 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. 7 Number of years the principal has been in her/his position at this school.  
N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	0	0	0	<b>7</b>	55	45	100
<b>1</b>	0	0	0	<b>8</b>	45	55	100
<b>2</b>	0	0	0	<b>9</b>	51	54	105
<b>3</b>	0	0	0	<b>10</b>	43	49	92
<b>4</b>	0	0	0	<b>11</b>	47	48	95
<b>5</b>	0	0	0	<b>12</b>	37	42	79
<b>6</b>	55	45	100	Other	0	0	0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>671</b>

6. Racial/ethnic composition of the students in the school:  
82 % White  
5 % Black or African American  
.06 % Hispanic or Latino  
10 % Asian/Pacific Islander  
.04 % American Indian/Alaskan Native  
2 % Multiracial \*  
1 % Middle Eastern\*  
**100% Total**

\*Races/ethnic compositions that have an asterick were added by us to conform with what we report to NAIS

7. Student turnover, or mobility rate, during the 2002-2003 year: .5 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	654
(5)	Subtotal in row (3) divided by total in row (4)	.0045871
(6)	Amount in row (5) multiplied by 100	.4587

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

Number of languages represented: 23

Specific Languages: Arabic, Basque, Bengali, Cantonese, Chinese (Mandarin), Dutch, Erdu, Farsi, Flemish, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Pakistani, Portuguese, Rajasthani, Russian, Spanish, Swahili

9. Students eligible for free/reduced-priced meals: .05 %

4 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 7.9 %  
53 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>14</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>2</u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>14</u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

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

	<b>Number of Staff</b>	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>9</u>	<u>0</u>
Classroom teachers	<u>69</u>	<u>4</u>
Special resource teachers/specialists	<u>6</u>	<u>4</u>
Paraprofessionals	<u>15</u>	<u>0</u>
Support staff	<u>9</u>	<u>2</u>
Total number	<u>108</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio: 9.7-1

13. Show the attendance patterns of teachers and students as a percentage.

	2002-2003	2001-2002	2000-2001*	1999-2000*	1998-1999*
Daily student attendance	98.21%	99.44%			
Daily teacher attendance	93%	93%			
Teacher turnover rate	17%	13%	17%	12%	14%
Student dropout rate	0	0	0	0	0
Student drop-off rate	8%	8%	7%	10%	9%

\*attendance left blank due to new software installed in 2001-02, prior electronic copies were not kept

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>87</u>
Enrolled in a 4-year college or university	<u>100 %</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>
<b>Total</b>	<b>100 %</b>

**PART III - SUMMARY (narrative snapshot)**

Cary Academy is an independent, non-profit, coeducational, day, preparatory school for students in grades 6-12. The school was founded in 1996 by James and Ann Goodnight and John and Ginger Sall. Their goal was to build a school which serves the educational needs of promising children in the Research Triangle area of North Carolina by providing faculty and facilities which merge the most recent technologies with a rigorous, classical education. The term “children of promise” allows us to identify students of varying interests and talents to assure a richly diverse study body. A low teacher-student ratio (1:12) is key to our providing individualized and differentiated instruction. Optimal class size is 16; the maximum is 20. Every student has a faculty advisor and advisory groups do not exceed 10. The school is

governed by a Board of Directors and enjoys the strong support of an active parent association.

The school opened in August, 1997 and currently enrolls 671 students. Situated on 52 acres, school facilities include: an Administration/Library-Media Center, middle and upper school buildings, a Fine Arts building, a Fitness Center/Gymnasium, a new Sports and Education Building, six tennis courts, a lighted track/soccer field complex, a lighted baseball field and three playing fields.

Academic and administrative technology is considered state-of-the art. Thus the school attracts educators and policy makers from across the country and even overseas. Teachers are expected to integrate technology into their classrooms, encouraging students to engage in independent and small group work at the foundational or research levels. Faculty present on technology-in-use at regional, national and international conferences; some have received prestigious awards. An electronic network joins virtually every classroom and office on campus. Parents are also connected through the school's web site, enabling them to stay abreast of all activities at school and of their student's progress in every course.

Our mission statement states that we are "A Learning Community Committed to Discovery, Innovation, Collaboration, and Excellence."

- Learning Community. Cary Academy is a college preparatory school that fosters a commitment to continued learning, mutual respect and support, strong interpersonal relations, and shared interests and goals among a diverse population.
- Discovery. Cary Academy offers boundless opportunities to explore, uncover, and pursue interests while building on existing knowledge. This ignites creative thinking and sustains an ongoing exchange of ideas.
- Innovation. Cary Academy provides a challenging, dynamic academic program that integrates the best of traditional education with new and emerging technologies. Creative teaching strategies empower students and teachers to reach the highest standards of educational excellence.
- Excellence. Cary Academy motivates students to identify and achieve their potential for academic accomplishment, co-curricular achievement, global awareness, and responsible citizenship. Cary Academy supports the pursuit of life-long learning and the sharing of knowledge through teaching and mentoring.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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1. What follows is slightly modified from a letter sent in October, 2003 by the middle school head to parents of middle school students. We believe it responds very well to the question of our school's assessment results in reading and mathematics.

In April 2003, students in grades six through eight took the Educational Records Bureau's CPT 4 standardized test (ERB's). The CPT is a battery of tests designed to provide information about student performance in key areas of the school curriculum: reading, vocabulary, writing and mathematics. The tests also contain reason assessments in language arts and mathematics. The achievement and reasoning sections are intended to provide comparisons between what the student is learning at a particular point in school (achievement tests) and how well the student can call upon higher-level thinking skills to solve problems (the reasoning tests.) An explanation of the test areas follows at the end of the report. [The explanation provided by Educational Testing Service would be attached to each parent letter.]

The follow charts [also attached to the letter] provide a summary of the results from those tests. The information is taken from data in the Administrators' Summary, and displays our students' performance by grade, test area, and percentile rank.

The results compare the performance of our students at the 25<sup>th</sup>, 50<sup>th</sup>, and 75<sup>th</sup> percentiles to the

performance of students at the same grade in independent schools (similar to Cary Academy) and national school populations (urban, suburban, rural, affluent, impoverished, large, and small). For example, on the verbal reasoning test, our sixth grade students at the 50<sup>th</sup> percentile are at the 94<sup>th</sup> percentile when compared with the national population, and at the 71<sup>st</sup> percentile when compared with an independent school population. This means that a Cary Academy student in the middle of last year's sixth grade class earned a score in verbal reasoning that was equal to or higher than scores earned by 94 percent of sixth grade students nationally. The scores of this student are also equal to or higher than 71 percent of his or her independent school peers.

On the quantitative reasoning test, our sixth grade students at the 50<sup>th</sup> percentile are at the 94<sup>th</sup> percentile when compared with the national population, and at the 71<sup>st</sup> percentile when compared with an independent school population.

In reviewing all test areas and grade levels at the 25<sup>th</sup>, percentile, 50<sup>th</sup> percentile and 75<sup>th</sup> percentile, we can conclude that our students, grades 6-8, performed significantly higher on all test areas than the national population. We can also conclude that the performance of our students, grades 6-8 is equal to or higher than that of the independent school population on all test areas.

2. The school uses a variety of data to assess and improve student and school performance. Internal data in the form of electronically recorded grades assists us in measuring areas of student mastery, student needs, and content areas that may require reinforcement whether at the classroom, department, divisional or cross divisional level.

We acquire and use external data in a number of formats. Because all students grades 6-10 take the ERBs annually (and have done so since we opened in 1997), we now have five years of data for each of the verbal, reading, writing, reasoning and mathematics domains. Departments and administrators examine Individual Student Reports as well as the wealth of comparative school information to adjust instruction or content and improve school success. We measure annual student growth on the ERB tests using the EVASS program run by SAS Institute. This enables us to determine by grade which areas within each test are strengths and weaknesses for the school. Using the national average for independent school student annual growth as a standard, we learn where our students are achieving beyond and below expectation. This data is shared with the English and Mathematics department chairs so they can recognize areas of strength and address areas of weakness. We share the Student Reports with the parents on request and interpret that information for them. As noted elsewhere, because we keep current, thorough records of all students with diagnosed learning differences, we use professionally administered educational/psychological evaluations, often with the aid of our counseling staff and educational consultant, to individualize instruction to assure that student's successful learning.

The PSAT and SAT (I and II) results provide another external source. We do not teach to these tests but we do study test results for areas of improvement. In the area of the SAT Writing, for instance, we know that the skills required on the test are skills all students should master and hence we pay close attention to the results as a means of measuring our effectiveness. Advanced Placement Exams are also important. Because we do not subscribe to the AP curriculum per se, we designate our AP preparation courses Advanced or Honors. Nonetheless, we well understand the college level content knowledge and skills required to do well on AP exams, and we take results seriously. They indicate how our students compare nationally on a prestigious exam. We have made adjustments in both content and delivery in some courses to improve both student and school performance. As noted earlier, we are extremely pleased that in 2003, 91% of our AP students scored a 3 or higher.

3. The school communicates student performance, including assessment data, in a variety of ways. For students: teachers regularly assess student work, often through rubrics, by providing a grade and a

comment. Work may include anything from a daily quiz, to a lab report, to a group project, or a cumulative exam. Grades are posted on the electronic version of student reports and are instantly accessible to both students and to parents. At both the first mid-term and end of each trimester reporting periods, students receive a cumulative achievement and effort grade in each course and a summative comment detailing achievements and areas for growth. These, too, are available electronically. There are also teacher/student/parent conferences held during the year.

For parents: As noted above, parents have instant access to their student's progress through the school's web site. Since all parents are connected to the school's intranet, they and their student's teachers regularly communicate via email to monitor performance. Every student is assigned an advisor, who also serves as a primary means of communicating with parents. In grades 6 – 10, students take the ERB exams each spring. On receipt of these test results, the division heads send a letter to parents in their divisions, reporting, in both narrative and graphic form, aggregated results of these tests. On request, parents may review with the division head the particulars of their student's scores. The school also administers the PSAT, SAT and AP exams on site, and results are reported to both the school and the parents.

The community: The head of school annually holds an open meeting with parents to review EVASS results with parents and answer questions. *The School Profile*, prepared annually, provides information about grade distribution, standardized exam result, and college acceptance information. Additionally, press releases communicate such indicators of student performance as National Honor Society membership, National Merit Scholarships and other academic awards.

4. Given our founders' extraordinary generosity, we have a strong commitment to sharing successes with other schools. It is a primary area of commitment under our third mission word: Collaboration. Some of this sharing is communicated via the media. Newsprint or TV spots have highlighted student achievements in the arts, athletic or academic domains. More importantly, media have covered such outreach initiatives as a local ecology project to stencil storm drains to help control run off or our service learning, student-to-student partnership with a nearby elementary school called Reedy Creek Buddies. Over fifty students a year participate in this program. Among our faculty, 32 in the past 3 years have presented workshops and seminars before local, national and even international audiences on such topics as how technologically enhanced curricula aids student learning. Our Summer Technology Institute, in operation since 2000, has brought 480 teachers from North Carolina public schools to learn from our faculty and student interns how to incorporate technologies into web based curricular design. Funding has been provided by three major corporations in the area and also by WakeEd Partnerships. Cary Academy also makes in-kind contributions. Now in its third year, FutureWorks has brought 50 students from Wake County area schools. Between 60% -70% of these are minority students. They meet twice monthly to learn technology skill. We place many of these students in summer internships in corporate and non-profit settings to real world experience and to inspire in them the desire to pursue higher education and work in the technology sector. Funding is provided by grants, donors and Cary Academy. The director is a faculty member here.

## **PART V – CURRICULUM AND INSTRUCTION**

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### 1. Middle School Curriculum.

Language Arts and Social Studies integrates literary, historical and art content. Grade 6 examines such early civilizations as Asia, Africa, Europe and the Middle East. Grade 7 studies ca. 1000 to the present. Grade 8 explores United States History and contemporary writers in English. Close readings, primary sources and classical young adult literature teach critical thinking. Frequent writing (analytic, persuasive, narrative, lyric), assessed for grammar, style and paragraph development teaches interpretive skills and personal voice. Art teaches students to study and to make objects typical of the culture and period.

Fine and Performing Arts courses are required for grades 6-8. Visual art includes drawing, painting, ceramics, sculpture and crafts to teach line, shape, negative/positive space. Performing arts are: chorus (classical, folk, contemporary, music theory, vocal skills); string, band and orchestra groups (musical elements, periods and genres); theater and communication skills; and dance (classical and modern).

Students frequently exhibit and perform in all the arts.

Foreign Languages. (See 3. below as our selected “other curriculum area.”)

Mathematics includes both transitional and accelerated math, Algebra 1 and Geometry (axiomatic systems, Euclidian geometry). Exceptional students can take courses in the upper school.

Science is lab based. Grade 6 introduces the concepts of science and technology, patterns of living things, matter, chemical change, and the changing earth. Grade 7 examines force and motion, geology, astronomy and plants. Grade 8 concentrates on life processes, oceans and climates, electromagnetic systems, light and sound. Students learn to set up, conduct, analyze and report lab results, and to work collaboratively.

Upper School Curriculum.

English. An Integrated Humanities Program joins English, History and Art. Grade 9 studies from the ancient world through the Reformation. Cultures include Sumaria (Gilgamesh), Greece (Homer and Sophocles), India (Bhagavad Gita), China (Confucius’ *Anelects*), and England (Shakespeare). Students examine the rise of religious thought, social and political systems, literary and artistic expression. Readings stress close textual analysis and integrated projects teach web based as well as print source research skills. Art study and art making (cave painting, ceramics, textiles) complements studies. Grade 10 extends this curriculum to the modern era with overarching theme of The Evolution of Rights from the Age of Absolutism to the present. For English, the 11<sup>th</sup> grade course is American Literature. Senior electives are: The Great Books, which prepares for the Literature AP, and a literature and film course.

Foreign Language. (See 3. below as our selected “other curriculum area.”)

History. (See above for the grade 9-10 curriculum). Grade 11 offers United States History, and emphasizes the political, social, economic and geographical evolution of the nation. Emphasizing critical reading, writing and inquiry, the course employs primary and secondary sources in print and electronic formats.

Fine and Performing Arts. In addition to the arts requirement of the humanities program, several introductory and advanced electives include: fine arts (drawing; painting; basic, advanced and digital photography; ceramics), music (chamber and concert choir, concert and jazz band, string orchestra, theory and composition), drama (acting, playwriting, technical theater, composition and performance), and video and multi media production. There are several student exhibitions and performances each year and at least one major dramatic production.

Mathematics ranges from Algebra I and II, Geometry, Trigonometry and Functions, Probability and Statistics, to Calculus (introduction, pre calculus, calculus and advanced topics).

Science. The curriculum requires Biology (grade 9), chemistry (10) and physics (11). Full year electives include: honors and advanced physics, advanced biology and chemistry. Trimester electives include: forensics, astronomy, environmental science, biotechnology, human anatomy and physiology. All courses provide extensive laboratory experience, often using advanced technologies as tools.

High standards obtain at all levels. Teachers provide detailed rubrics for frequent student self-assessment and teacher assessment. Work is graded for content (A-F) and effort (4-1). Curricula are developed using best practices, benchmarks and models such as the AP Program. All upper school courses are college preparatory and 22 prepare for the AP. External indicators such as the ERBs, SAT (2003 mean V=634; mean M=642) and 2003 AP exams (129 students took 301 exams in 22 areas with 91% scoring 3 or above) indicate high standards of assessment. Virtually all seniors go on to higher education.

2. The Middle School reading curriculum focuses on building critical reading and thinking skills through close textual analysis. This method is articulated between language arts and social studies at every grade. Sixth grade lays the foundation for critical reading and analysis by reading for implication, a tolerance of ambiguity, interpretation, identifying and understanding character traits, themes and several literary devices. Seventh graders review and deepen critical response reading through self-selected historical novels and research projects that include analytical and persuasive essays. Eighth graders practice advanced critical analysis (point of view, symbolism, complex themes) through genre texts (short stories, poetry, drama and the novel), thereby continuing to build and use a strong vocabulary of literary terms. Sample works selected by the humanities team to elicit these reading skills include: Red Scarf Girl

(Ji-Li Jiang), The Well of Sacrifice (Eboeh), Of Mice and Men (Steinbeck). Each grade also has a specific vocabulary building program.

In sum, the pedagogy of close analysis applied to readings across genres, disciplines, historical periods or diverse cultures gives students a common set of literary terms and methodology for reading that is developmentally articulated, taught and reinforced by two departments, grades 6-8. This method also works perfectly with literature circles, for example, and therefore teaches collaboration, a key mission word. It is also discovery-based, itself a key mission word. Further, we extend this method into the upper school, thereby providing continuity for our students. The overarching goal and chief benefit of this reading method is that it provides students with the tools (or terminology) and techniques for approaching, understanding, and making increasingly mature judgments about literature.

The Upper School English language program is both linear and cyclical. Hence, as students advance in their study of increasingly difficult literature with demands for more sophisticated reading, oral response, and composition skills, we review and extend in all of the following language goal areas: vocabulary, mechanics of composition, literary comprehension, writing, speaking and listening, technology use, print and on line research skills, and media literacy. [Note: All trimester and final exams test for mastery in the underlined areas.] Under each heading, the department identifies several specific student-centered proficiency language goals by grade level. Reading skills (literary comprehension) figure prominently. Skills include: active reading, identifying and understanding how rhetorical devices in prose and poetry (metaphor, irony, narrative techniques and poetic devices, tone) contribute to stated and implied content or theme, distinguishing personal responses to literature from the major literary theories. Assessment in all general and specific goal areas is varied and frequent. There are core texts at every grade (linked in the 9<sup>th</sup> and 10<sup>th</sup> grade humanities program).

Currently, we have no students reading below grade level. For students with minor reading difficulty their own teachers coach them, using materials from their own courses to improve reading skills. The department also appoints one member to work in extended tutorials with students having moderate issues. We also use the results of ERB or PSAT testing to identify students needing moderate remediation. We refer students with diagnosed reading disabilities to specialists in the field, as we do not have such a person on staff. We consult regularly with that specialist in order to coordinate our teaching strategies with the specific recommendations of the consultant. We also conduct regularly progress reviews.

3. One other curriculum area of the school's choice that we want to describe is our foreign language program, which is unique among public and independent middle and secondary schools. One of our primary goals is to teach for lifelong learning in an increasingly interconnected, global community. Our integrated humanities program in grades 6 through 10 certainly meets that goal, especially in conjunction with our foreign language programs. We begin teaching Chinese, German, French and Spanish in grade 6. Students select their language and all classes meet 5 periods weekly each year. All students, except those with a documented language disability, must reach at least functional proficiency in speaking, writing, reading and listening as defined by ACTFL (The American Council on the Teaching of Foreign Languages). Cultural and historical literacy is also a central goal of the program and the department regularly uses learning software to enhance learning in all areas.

To promote cultural understanding and language-in-use, nearly every foreign language student in 11<sup>th</sup> grade takes part in our exchange program. We now have partner schools in each of our target language countries. For a period of some 21 days our French students, for instance, travel to Tour to live with their exchange families and visit classes in their host schools. Travel to cultural and historic sites is linked to our students' studies in literature, history and art. Conversely, the French students come to Cary for the same period of time. Our language faculty provides chaperones as well, so that by living in France two of our French teachers polish their own speaking skills, exchange teaching strategies and materials with their

colleagues and return as even more accomplished practitioners. To date, 243 students have participated.

4. As part of our ongoing growth as educators, we are always alert to ways in which differentiated instruction will improve student learning. Faculty in both the middle and upper schools understand and practice teaching to different learning styles, being sure, for instance, to vary instruction and activities so that visual, auditory, tactile, kinesthetic, and inter-/ intra- “intelligences” are elicited, to borrow from Howard Gardner. We also differentiate instruction in certain courses (mathematics, foreign language in particular) by section to accommodate the varied skill levels and acquisition/retention capacities of our students. We also employ a combination of such strategies as: lecture, discussion, Socratic dialogue, small group work, short and extended projects, peer feedback, and independent research followed by presentation to the group.

We are also increasingly successful deploying our extraordinary technology tools to improve learning. In foreign language courses, we teach in the target language from grade 6 on. Faculty who attend conferences often return to present ideas for improving instruction. For students with diagnosed learning differences we often consult with our educational/psychological professional who aids us in interpreting test result data and narratives and converting these interpretations into specific classroom strategies. A confidential data base enables teachers to see if any of their students has accommodations, what they are, and suggested teaching techniques. The fields of instructional research and methodology keep expanding, of course, and so we must now turn our attention to brain-based learning. Some teachers have attended conferences on this subject, but we have much to learn and to apply in this area.

5. We believe that a faculty committed to vibrant professional growth, reflective practice and periodic evaluation is essential to achieving its mission. The school therefore provides between 1.2% and 1.5% of its annual budget for professional growth. (This percentage is well within recommended NAIS guidelines.) This amount provides some \$700 annually per fte for faculty wishing to attend conferences. A fund endowed by the founders provides substantial stipends for summer fellowships. Successful applicants for both funds demonstrate that their grants will strengthen curricular planning, pedagogy or student achievement and fall within departmental and division goals. The Graduate School Tuition Assistance Plan supports teachers pursuing advanced degrees and because the school considers that presenting at conferences is a form of professional growth, it reimburses faculty for their expenses.

Additionally, all teachers receive comprehensive annual evaluations in such areas as the demonstrated effectiveness of classroom teaching, advising, leading extra curricular activities, professional growth and community engagement. The process includes pre- and post-classroom conferences, classroom visits, written reports by department chairs and a summative conference with the division head. Based in part on this evaluation, the faculty member and division head agree on professional goals for the following year.

Finally, and we believe uniquely, faculty are on campus some twenty days in extended blocks of time (typically a week or more) outside of the 180 day academic year. We do so in order to hear outside speakers, to conduct our own workshops, and to work both individually and in departmental or interdisciplinary teams to collaborate on curriculum planning and in other ways develop expertise. In sum, each and every one of these initiatives answers this credo by Linda Darling-Hammond, one of this country's foremost educational leaders. "The sine qua non of education is whether teachers know how to make complex subjects accessible to diverse learners..."

**PART VI - PRIVATE SCHOOL ADDENDUM**

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Private school association(s): NCAIS, NAIS, SACS  
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status?    Yes X No     

**Part II - Demographics**

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

$\frac{\$0}{K}$	$\frac{\$0}{1^{st}}$	$\frac{\$0}{2^{nd}}$	$\frac{\$0}{3^{rd}}$	$\frac{\$0}{4^{th}}$	$\frac{\$0}{5^{th}}$
$\frac{\$10,725}{6^{th}}$	$\frac{\$10,725}{7^{th}}$	$\frac{\$10,725}{8^{th}}$	$\frac{\$11,375}{9^{th}}$	$\frac{\$11,375}{10^{th}}$	$\frac{\$11,375}{11^{th}}$
$\frac{\$11,375}{12^{th}}$	$\frac{\$0}{Other}$				

2. What is the educational cost per student? \$13,199  
(School budget divided by enrollment)
3. What is the average financial aid per student? \$7,655
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 9 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 15 %

**PART VII - ASSESSMENT RESULTS**

Assessment Data Referenced Against National Norms

**Cary Academy (Private)**

Grade: 12  
Jan., Apr., May, June, Oct. 2003

SAT I  
College Board

Number of students in the grade in which the test was administered: 79

Number of students who took the test: 78

What groups were excluded from testing: None

Scores Reported are Scaled Scores

School Mean Scaled Score at 90<sup>th</sup> Percentile of National School Norms Reported in Paren

Grade 12			
Verbal	664 (603)		
Math	658 (615)		
Number of Students Tested	78		
Percent of Students Tested	99		
Number of Students Excluded	1		
Percent of Students Excluded	1		

Assessment Data Referenced Against National Norms

**Cary Academy Middle School (Private)**

CTP III (2001,2002); CTP IV (2003)  
Forms 1,2  
Educational Records Bureau Publishing

Scores Reported are Scaled Scores  
School Mean Scale Score at 90<sup>th</sup> Percentile of National School Norms Reported in Paren

Excluded students are students with documented learning disabilities who took this test under alternative conditions. The CTP III and IV results automatically exclude these students from the standard school report.

	2002-2003	2001-2002	2000-2001
Testing Month	April	May	April
Grade 8			
Reading	375 (368)	377	372
Mathematics	390 (378)	402	386
Number of Students Tested	93	93	89
Percent of Students Tested	93	94	93
Number of Students Excluded	7	6	7
Percent of Students Excluded	7	6	8
Grade 7			
Reading	362 (364)	364	368
Mathematics	383 (369)	375	384
Number of Students Tested	92	92	92
Percent of Students Tested	93	95	95
Number of Students Excluded	7	5	5
Percent of Students Excluded	93	5	5
Grade 6			
Reading	363 (359)	360	358
Mathematics	353 (355)	359	355
Number of Students Tested	96	92	93
Percent of Students Tested	96	94	96
Number of Students Excluded	4	6	4
Percent of Students Excluded	4	6	4

Assessment Data Referenced Against National Norms

**Cary Academy Upper School (Private)**

CTP III (2001,2002); CTP IV (2003)

Forms 1,2

Educational Records Bureau Publishing

Scores Reported are Scaled Scores

School Mean Scale Score at 90<sup>th</sup> Percentile of National School Norms Reported in Paren

Excluded students are students with documented learning disabilities who took this test under alternative conditions. The CTP results automatically exclude these students from the standard school report.

	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
Grade 9			
Reading	376 (372)	374	378
Mathematics	414 (384)	399	403
Number of Students Tested	89	98	92
Percent of Students Tested	93	94	92
Number of Students Excluded	7	6	8
Percent of Students Excluded	7	6	8
Grade 10			
Reading	384 (377)	384	377
Mathematics	415 (387)	419	406
Number of Students Tested	91	83	83
Percent of Students Tested	93	94	93
Number of Students Excluded	7	5	6
Percent of Students Excluded	7	6	7
Grade 8			

Cary Academy does not administer the CTP test to students in grade 11 and 12.

### **SAT I School Average Calculation Explanation**

To calculate the average SAT I scores for our senior class, we summed the best verbal score for each student and divided by the total number of students, and then summed the best math score for each student and divided by the total number of students. This gave us a verbal average and a math average.

The verification data includes the College Board score reports from the past two SAT I administrations. We need to provide reports from the last two administrations because not all students took the test at each administration. Each member of the class of 2004 is given an identifying number so that we respect student privacy and that you can follow how we obtained the best score for each student. The best scores for each student are circled. One student took the test at another school and had the results reported there. Thus we have a third piece of documentation, which is this student's individual test score report from the College Board.

I have also provided an SAT I roster with corresponding numbers and scores that more directly show how we calculated the SAT I averages.