

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

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## *U.S. Department of Education*

### **Cover Sheet**

Type of School: Elementary

Name of Principal: Miss Michelle Nowakowski

Official School Name: St. Michael School

School Mailing Address: 6906 Chestnut Road  
Independence, Ohio 44131-3336

County: Cuyahoga State School Code Number: 056606

Telephone: (216) 524-6405 Fax: (216) 524-7538

Website/URL: [www.stmichaelschoolinfo.org](http://www.stmichaelschoolinfo.org) Email: michelle.nowakowski@lnoca.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.

Miss Michelle Nowakowski Date 12/6/06  
(Principal's Signature)

Name of Superintendent: Ms. Margaret Lyons

District Name: Diocese of Cleveland, Ohio Tel: (216) 696-6525 x3280

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.

Ms. Margaret Lyons Date 11/28/06  
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Daniel McCabe

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.

Mr. Daniel McCabe Date 12/4/06  
(School Board President's/Chairperson's Signature)

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

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## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

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**

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**All data are the most recent year available.**

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

1. Number of schools in the district:
  - N/A Elementary schools
  - N/A Middle schools
  - N/A Junior high schools
  - N/A High schools
  - N/A 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. 3 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
<b>PreK</b>	39	39	<b>78</b>	<b>7</b>	12	26	<b>38</b>
<b>K</b>	28	27	<b>55</b>	<b>8</b>	15	24	<b>39</b>
<b>1</b>	19	20	<b>39</b>	<b>9</b>			
<b>2</b>	16	22	<b>38</b>	<b>10</b>			
<b>3</b>	19	15	<b>34</b>	<b>11</b>			
<b>4</b>	22	12	<b>34</b>	<b>12</b>			
<b>5</b>	21	23	<b>44</b>	<b>Other</b>			
<b>6</b>	29	11	<b>40</b>				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>439</b>

**[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]**

6. Racial/ethnic composition of the school:
- |            |                                  |
|------------|----------------------------------|
| 99         | % White                          |
| .3         | % Black or African American      |
| 0          | % Hispanic or Latino             |
| .7         | % Asian/Pacific Islander         |
| 0          | % American Indian/Alaskan Native |
| <b>100</b> | <b>% Total</b>                   |

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: 1%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	0
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	2
<b>(4)</b>	Total number of students in the school as of October 1	439
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.01
<b>(6)</b>	Amount in row (5) multiplied by 100	1%

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 2 %  
Total number students who qualify: 10

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: 2 %  
6 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.

N/A Autism	N/A Orthopedic Impairment
N/A Deafness	* <u>2</u> Other Health Impaired
N/A Deaf-Blindness	<u>3</u> Specific Learning Disability
N/A Emotional Disturbance	<u>3</u> Speech or Language Impairment
* <u>5</u> Hearing Impairment	N/A Traumatic Brain Injury
N/A Mental Retardation	* <u>1</u> Visual Impairment Including Blindness
** <u>1</u> Multiple Disabilities	

\* Classroom accommodations made without IEP    \*\* Service through the Cleveland Clinic Foundation

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)	2	0
Classroom teachers	19	0
Special resource teachers/specialists	2	12
Paraprofessionals	3	4
Support staff	4	4
Total number	30	20

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                    20:1

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	97%	97%	97%	97%	97%
Daily teacher attendance	97%	99%	99%	97%	98%
Teacher turnover rate	17%	9%	4%	9%	13%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

## **PART III - SUMMARY**

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St. Michael School is a fully accredited Roman Catholic K-8 elementary school in Independence, Ohio. As an elementary school in the Cleveland Catholic Diocese, St. Michael School develops the entire child: spiritually, morally, intellectually, socially, and physically. The school's mission is to promote high academic standards and the formation of each child according to Catholic tradition and Gospel values. At St. Michael School, students have the opportunity to integrate learning and life in an atmosphere of acceptance, trust, and respect. St. Michael School works in partnership with parents to provide each child the opportunity to grow according to his/her needs; build the value of service to others; and enhance the development of responsible members of the parish community.

The school's population is generally comprised of students whose families are members of St. Michael Parish in Independence, Ohio and St. Basil the Great Parish in Brecksville, Ohio. St. Michael School was organized in the 1870's, 19 years after the founding of the parish. In 1997, St. Michael School and St. Basil the Great Parish developed a partnership that allows our younger students to be taught at the Education Center at St. Basil in Brecksville. The Early Childhood Learning Center is now home to the St. Michael preschool, kindergarten, and first grade. Current enrollment for the entire school is 439 students.

Key to the school's success is the dedication of the administration, faculty, and staff to meeting the needs of each child. The school community works together to provide for all student needs: spiritual and religious education, strong academics, comprehensive athletic programs, and opportunities for co-curricular experiences in a wide variety of endeavors, such as student council where students learn leadership, loyalty and community service. The school focuses on meeting the needs of all students, including those requiring remedial or enrichment experiences.

St. Michael School challenges its students with educational experiences in religion, language arts, mathematics, science, social studies, arts, foreign language, and technology, among others. Standardized test scores reflect high levels of student achievement, as do a number of student and faculty awards. The curriculum follows the Diocese of Cleveland Graded Course of Study. The school offers each student a rich variety of educational and co-curricular experiences, with the goal of challenging each child to achieve his/her ultimate potential.

A detailed School Improvement Plan, approved by the Ohio Catholic School Accrediting Association, provides a strategy and direction for continual improvement and renewal. In addition, assessment results are continually analyzed and used to determine both curricular and student strengths and weaknesses, and to provide direction for constant improvement. Regular professional development is also a key to the school's success, as is a focus on using technology to support individualized learning. As educators, the school's teachers have made a vital contribution to St. Michael School. This can be attested by its high academic scores, number of students in high school honor classes, various awards and scholarships received through the years in English, Art, Science, and Math, and the many success stories of alumni all over the world.

St. Michael School develops the whole child—a centered, well rounded person who is self-confident, self-disciplined, open to growth, responsible, and an active and productive future citizen. The school forms a life-long learner who is articulate, creative, technologically literate and capable of critical thinking and problem solving. The school forms a person who is academically competent and spiritually strong. St. Michael's offers a well-rounded academic education grounded in strong, traditional Christian values.

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

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### **1. Assessment Results**

St. Michael School's assessment results for the nationally distributed Iowa Tests of Basic Skills reflect scores in Reading and Mathematics that are in the top tenth percentile.

Scores on the Iowa Tests of Basic Skills also reflect achievement levels above the 90th percent cut-off rate. The school's 2006 National School Norms indicate that in the subjects of reading and math, all students tested scored above the qualifying range. The first grade core total is 92%, second grade core total is 99%, third grade core total is 98%, fourth grade core total is 96%, fifth grade core total is 98%, sixth grade core total is 97%, and seventh grade core total is 97%. Test results in all other tested areas also reflect high scores.

The St. Michael School population reflects no subgroups or disparities; nor does the school participate in the state assessment system. Looking again at the test results, it is clearly evident that the school is meeting and exceeding the educational needs of its students.

### **2. Using Assessment Results**

On a school wide scale, assessment data is analyzed by grade level performances to direct continuous improvement. Data is used to determine the direction of curriculum mapping and pupil performance objectives. This correlates with the overall direction of the school improvement plan and individual faculty professional development plans. Analysis of the school's consistently high-standardized test results reaffirms the success of its existing educational program. Professional development plans address specific curriculum needs. Faculty and staff practice successful teaching strategies in order to maintain high levels of achievement.

On an individual student level, assessment data is the basis for determining student participation in enrichment and intervention programs. Standardized test scores are one factor in determining placement in leveled reading groups. Students scoring in the lowest four stanines on the ITBS are offered the opportunity for intervention working with auxiliary personnel.

When looking at the IOWA scores, school administrators look at the overall scores in the subject, then the categories within the subject, then the subtests within those categories to compare weaknesses and strengths. Once that step is completed, the school looks at the weak areas on an individual basis and develops a learning plan for that individual, small group, or class.

### **3. Communicating Assessment Results**

All parents and students are provided with individual student data, and are offered the opportunity to discuss individual student performance with faculty and administration. This data includes regular school assessment (end-of-quarter report cards, quarterly mid-term progress reports, etc.) and results of standardized tests. Individual assessment data is shared with parents to ensure that the child's needs are best met through the cooperative efforts of both school and home. Parents and students regularly receive graded work throughout the quarter, which, along with formal reporting eight times each year, ensures that there are "no surprises" regarding student performance. Parents and teachers communicate with each other "on the web" through the school's Ed-Line technology. Ed-line enables teachers to post information about their classroom, homework and field trips on a web page. Students' grades also are available so that parents can keep up on their child's progress. Emailing teachers also is included in this

technology. Teachers, students, and parents routinely work together to address any performance concerns. Formal parent/teacher (including students at some grade levels) conferences are offered annually, with additional conferences offered on an as needed basis. Overall school and grade level performance on standardized tests is proudly announced in the school newsletter, *The Messenger*, (both print and web-based versions), along with general commentary as to the meaning of such results. Results also will be published in the school's new Principal Newsletter, *The Good News at St. Michael's* as well as the school website ([www.stmichaelschoolinfo.org](http://www.stmichaelschoolinfo.org)), parish bulletins and newsletters, and articles in community newspapers.

#### **4. Sharing Success**

As a respected Catholic school in the diocese, St. Michael School participates in regular Diocesan meetings among principals and teachers to ensure a lively exchange of ideas and concepts. Administration and faculty also share information as they attend professional development in-services and graduate courses. We periodically host educational organization meetings, which enable other schools to visit us first-hand. High School Information Nights, Preschool and Kindergarten Information Nights, and a Community Open House during Catholic Schools Week in January promote school successes. Selected teachers also give presentations on various curriculum topics at the local, regional, and state level. Teachers have partnered with other educators in the State of Ohio to serve as consultants for publishers in textbook review. The school hosts students from area colleges for fieldwork and student teaching experiences. The school's website, [www.stmichaelschoolinfo.org](http://www.stmichaelschoolinfo.org), is a great resource for other schools to view the accomplishments and activities of our students. St. Michael School looks forward to the collaborative opportunities this Blue Ribbon Award may offer in striving for improvements and sharing success.

## PART V – CURRICULUM AND INSTRUCTION

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### 1. Curriculum

The curriculum of St. Michael School follows the Graded Course of Study mandated by the Diocese of Cleveland, Ohio. It includes: religion, language arts (reading, phonics, English, spelling and penmanship), mathematics, social studies, science, health, physical education, music, art, computer, and Spanish.

The school is excited about the current formulation of a school-wide curriculum map. This tool will promote dialogue to enhance the faculty's understanding of what is taught on each grade level so as to better implement cross curricular and theme-based learning experiences.

St. Michael School's *religion* curriculum encourages students to put faith into understanding through social justice experiences, educational activities in daily religion classes, and through service projects in the local and global community. Students participate in daily classroom prayer, weekly mass, monthly prayer services, and conduct home activity projects. Students participate in dramatic role play through the Living Stations and Living Rosary.

St. Michael School's *language arts* curriculum recognizes that reading and communication skills are the foundation of all other learning. Language arts are integrated into all curriculum areas, and activities are designed to incorporate all learning styles. Participation in Power of the Pen competitions always showcase students' writing talents by scoring among the highest at regional and state levels. Students also compete in the Scripps Howard Spelling Bee.

St. Michael School's *mathematical* program ensures that from preschool through eighth grade, the mental process relating to every facet of math is incorporated, including computation, problem solving, reasoning, seeing connections, and representing concepts in a variety of ways to understand issues in an ever-changing technological society. Enrichment activities include competing in the Greater Cleveland Council of Teachers Mathematics Competition as well as St. Edward's High School Math Competition.

St. Michael School's *social studies* curriculum is taught on all grade levels with a unified focus incorporating religious heritage, history, people in societies, geography, economics, government and citizenship rights and responsibilities. Students participate in additional learning experiences such as a Medieval Fair, reconstruction of living conditions of historical times, and the National Geography Bee.

St. Michael School's *science* curriculum provides hands-on kinesthetic experiences for all students that enable them to engage in the use of scientific inquiry. Junior High students participate in an annual school Science Fair, with winners moving on to other local science fairs.

*Health and physical education* classes promote self-esteem, good sportsmanship, and education in drug awareness, conflict resolution, peer mediation, and decision-making. *Visual arts and music* promotes personal growth through participation and appreciation of the arts. Instructional programs are enriched by student participation in choir, band, art fairs and competitions, and school performances. *Computer education* provides students from kindergarten through eighth grade with technical competencies in word processing, spreadsheets, database, desktop publishing, graphics, and Internet research, through the use of in-class desktop and wireless laptop computers, and ACTIVboards. The faculty is networked with one another for an easy exchange of information and ideas. *Spanish* is also taught to second through eighth graders.

## **2. Reading**

As directed in the Graded Course of Study, the reading program begins in Pre-Kindergarten to develop a solid language arts foundation by emphasizing readiness skills, alphabet and word recognition, and beginning sounds. In primary grades (K-3), the concentration is on phonics, vocabulary, sight words, skill development, and comprehension through the use of leveled readers, centers, individual literacy goals, trade books, and guided reading groups. Grades four through eight continue to cultivate and enhance basic skills and accentuate critical thinking, reading to learn, analysis, evaluation, and study and organizational skills. This is accomplished by implementing the use of leveled readers, trade books, literature anthologies, vocabulary, and study skills books. To motivate recreational reading, an Accelerated Reading computer program, as well as classroom reading incentives, helps to empower the students to become life long readers.

Emphasis is placed upon the writing process, which includes spelling, listening, oral communication skills, grammar and composition, through the utilization of daily journal writing, and individual writing portfolios. Penmanship is taught in the primary grades with reinforcement in written work throughout all other grade levels.

Accommodations are made for students identified with learning difficulties through phonemic awareness groups and early remedial intervention. Additionally, the school's leveled reading program accommodates all readers, including those at risk and those with advanced skills. St. Michael School is among 4,725 schools nationally that have implemented an assessment technology tool called Dynamic Indicators of Early Literacy Skills (D.I.B.E.L.S.). This innovative, state-of-the-art assessment program was piloted in the kindergarten class four years ago and is now being used through third grade. Together with the classroom teacher's evaluation, the school can better identify students that may be at risk of having reading difficulties.

## **3. Mathematics**

St. Michael School follows the Diocesan Graded Course of Study for its mathematics program. Students are taught to communicate mathematically through programs that emphasize computational skills, math concepts and problem solving skills. They are also taught to recognize the relationship between math skills and the practical application of these skills in daily life tasks. Geometry and algebra concepts begin in the primary grades and continue throughout all grade levels. Innovative teaching techniques including kinesthetic, auditory and visual methods are used to convey and practice mathematical skills. Students use manipulatives, technology software, and ACTIVboards to reinforce, incorporate, and review those skills. Intervention specialists provide additional assistance for those students exhibiting remedial needs both on an individual basis and through inclusion. Junior high students are offered pre-algebra and algebra. The school incorporates innovative teaching techniques that address each individual learning style. The mathematics program is designed to promote success and to instill an understanding of essential skills in the real world. St. Michael School's assessment data demonstrates this accomplishment.

## **4. Instructional Methods**

In keeping with St. Michael School's mission to educate the whole person, the school curriculum implements a variety of instructional methods to address all learning styles. The screening process, which identifies individual learning needs, as well as specific strengths and weaknesses, begins in kindergarten. The use of a variety of individual assessment practices continues throughout the student's academic career. Assessment data includes formal and informal evaluations, teacher observations and student/parent input.

*Multiple intelligences* of all students are addressed through diverse visual, auditory and kinesthetic methods and materials. *Linguistic intelligence* is addressed in daily language arts curriculum through the use of research projects, presentations, as well as written and oral discussions. In addition to the mathematical curriculum addressing *logical-mathematical intelligence*, students employ reasoning,

problem solving, and lateral and critical thinking skills in all academic areas. *Visual learning* is enhanced through the use of posters, interactive bulletin boards, models, photos, artwork, overhead transparencies, and videos and computer screen images which address *spatial intelligence*. The school also utilizes ACTIVboards—interactive whiteboards that have brought a whole new level of interactivity to classroom instruction. Combined with a computer, projector, and interactive websites and software, the school’s ACTIVboards have transformed classrooms into even more dynamic learning environments. Music and band instruction address *musical intelligence* that culminates in school concerts and performances. *Bodily-kinesthetic intelligence* is addressed through the use of math manipulatives, scientific experiments, physical education classes, and the participation in hands-on independent and group projects. *Interpersonal intelligence* is addressed through leadership opportunities, peer mediation, conflict resolution, service projects, Character Counts “Pillars of Character” program, anti-bullying initiatives, PAVE (Preventing Aggression & Violence in Education), cooperative learning projects, and social and sporting events. *Intrapersonal and spiritual intelligences* are addressed through the D.A.R.E. and Operation Keepsake Programs, as well as student retreats and days of recollection developed within the religious education program. The study of science, art and religion accesses each student’s *natural intelligence*.

St. Michael School is fortunate to have teachers who provide innovative activities that enhance the educational experience of our students such as creating dioramas (Native American Longhouses, animal habitats, landforms, and biomes), posters/reports (famous Americans, states, presidents, saints, ancient civilizations, Missions of California, and cultural heritage), publishing books (national anthologies of poetry and essays as well as classroom published books), and oral presentations (poetry recitations, book reports, debates, and historical costumed character presentations).

## **5. Professional Development**

St. Michael School is committed to the professional development of its faculty to improve student achievement. Teachers attend and participate in professional conferences, workshops, and in-services on the local and state level in various areas including technology and curriculum. Through all of these opportunities, the school’s teachers network with other educators and administrators in order to bring the most advanced and innovative techniques to the classroom, ultimately keeping students motivated and challenged. Teachers conduct grade level, department, and literacy meetings. Members of the faculty hold memberships in professional organizations and subscribe to educational journals. All teachers submit an individual professional development plan to the Local Professional Development Committee (LPDC) for approval. Funding and paid leave are provided to educators to fulfill the requirements for their individual plan. The new ideas and concepts learned in seminars and courses are readily implemented by teachers and have been fundamental in maintaining the high standards of the school. Acknowledging that professional development is key to the academic success of students, St. Michael School is firmly committed to supporting the professional development of each faculty member, thereby continuing the tradition of academic excellence that distinguishes St. Michael School.

The on-going professional development of St. Michael School teachers has its rewards. Staff being honored for excellence in various areas is a regular occurrence at St. Michael School. Four faculty members were nominated, accepted and listed in the 2005-2006 edition of Who’s Who Among American Teachers. Several other teachers at the school have previously been listed in this publication. Six teachers have more than 20 years of experience. St. Michael School is also fortunate to have on its staff an author and public speaker, a presenter and author of Junior High Curriculum, two teachers who have held offices in the International Reading Association, and a Music Education teacher who is a piano accompanist for Blossom Music Center and an instructor at the Cleveland Institute of Music.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.*

1. Private school association(s): St. Michael School – Diocese of Cleveland  
National Catholic Education Association and  
Ohio Catholic School Accrediting Association

2. Does the school have nonprofit, tax exempt (501(c)(3)) status?      Yes

3. What are the 2006-2007 tuition rates, by grade

<u>\$ 2,500</u> K	<u>\$ 2,500</u> 1 <sup>st</sup>	<u>\$ 2,500</u> 2 <sup>nd</sup>	<u>\$ 2,500</u> 3 <sup>rd</sup>	<u>\$ 2,500</u> 4 <sup>th</sup>	<u>\$ 2,500</u> 5 <sup>th</sup>
<u>\$ 2,500</u> 6 <sup>th</sup>	<u>\$ 2,500</u> 7 <sup>th</sup>	<u>\$ 2,500</u> 8 <sup>th</sup>	<u>\$ N/A</u> 9 <sup>th</sup>	<u>\$ N/A</u> 10 <sup>th</sup>	<u>\$ N/A</u> 11 <sup>th</sup>
<u>\$ N/A</u> 12 <sup>th</sup>	<u>\$ N/A</u> Other				

4. What is the educational cost per student?      \$4,280  
(School budget divided by enrollment)

5. What is the average financial aid per student?      \$100

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      5 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction?      5 %

# PART VII - ASSESSMENT RESULTS

## REPORTING ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS Without Subgroups

### St. Michael School, Independence, OH

Iowa Test of Basic Skills  
Form A, Norms 2000  
Riverside Publishing

- Scores are reported as percentiles.
- No students are excluded from the test.
- All scores reported as percentile rank average SS-National Student Norms.

	2006	2005	2004
Testing Month	March	April	March
<b>Grade 7</b>			
Reading	81	84	82
Mathematics	78	80	84
Number of students tested	41	35	31
Percent of student tested	100	100	100
Number of student excluded	0	0	0
Percent of student excluded	0	0	0
<b>Grade 6</b>			
Reading	84	78	84
Mathematics	76	72	74
Number of students tested	37	41	36
Percent of student tested	100	100	100
Number of student excluded	0	0	0
Percent of student excluded	0	0	0
<b>Grade 5</b>			
Reading	84	85	83
Mathematics	78	76	76
Number of students tested	38	44	43
Percent of student tested	100	100	100
Number of student excluded	0	0	0
Percent of student excluded	0	0	0

	2006	2005	2004
Testing Month	March	April	March
<b>Grade 4</b>			
Reading	84	82	84
Mathematics	75	78	68
Number of students tested	46	36	43
Percent of student tested	100	100	100
Number of student excluded	0	0	0
Percent of student excluded	0	0	0
<b>Grade 3</b>			
Reading	85	84	85
Mathematics	79	69	80
Number of students tested	33	46	32
Percent of student tested	100	100	100
Number of student excluded	0	0	0
Percent of student excluded	0	0	0
<b>Grade 2</b>			
Reading	87	84	80
Mathematics	83	71	73
Number of students tested	33	34	45
Percent of student tested	100	100	100
Number of student excluded	0	0	0
Percent of student excluded	0	0	0
<b>Grade 1</b>			
Reading	83	89	73
Mathematics	82	81	77
Number of students tested	43	33	34
Percent of student tested	100	100	100
Number of student excluded	0	0	0
Percent of student excluded	0	0	0