

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mrs. Josephine Farrell

Official School Name: St. Michael School

School Mailing Address:
11136 Oak Street
Cincinnati, OH 45241-2628

County: Hamilton State School Code Number*: 055418

Telephone: (513) 554-3555 Fax: (513) 554-3551

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

(Principal's Signature) Date _____

Name of Superintendent*: Brother Joseph Kamis, SM

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

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Jane Rotsching

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

Does not apply to private schools

SCHOOL (To be completed by all schools)

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

Urban or large central city

Suburban school with characteristics typical of an urban area

Suburban

Small city or town in a rural area

Rural

4. 13 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	0	0	0	7	24	16	40
K	21	19	40	8	23	16	39
1	19	30	49	9	0	0	0
2	19	22	41	10	0	0	0
3	26	19	45	11	0	0	0
4	27	22	49	12	0	0	0
5	24	28	52	Other	0	0	0
6	21	21	42				
TOTAL STUDENTS IN THE APPLYING SCHOOL							397

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
2 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
93 % White
3 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	398
(5)	Total transferred students in row (3) divided by total students in row (4).	0.025
(6)	Amount in row (5) multiplied by 100.	2.513

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

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

Total number students who qualify: 25

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

10. Students receiving special education services: 7 %

Total Number of Students Served: 26

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>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>28</u>	<u>3</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	97%	97%	97%	97%
Daily teacher attendance	94%	96%	96%	95%	96%
Teacher turnover rate	0%	12%	0%	0%	0%

Please provide all explanations below.

Daily Teacher Attendance: In 2007-2008, one teacher had an extended (three month) maternity leave. In addition two teachers were part of a year-long initiative through Xavier University. This initiative met every month.

Teacher turnover: At the end of 2006-07, two teachers moved and one left the profession.

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

For years, many have casually passed the cornerstone of the St. Michael School building, perhaps never noticing the year 1927 stamped into the concrete. Originally a two-story, four-classroom school housing 85 children, St. Michael School has historically met its goal of graduating students rooted in the Catholic faith.

This exceptional faith community, housed in Sharonville, Ohio, continues its mission and is stronger and more effective than ever. Officially stated, our mission declares that, "St. Michael School is part of a faith community which gives witness to the Gospel message of Jesus. We provide a safe and nurturing environment in which each child can fully develop his/her potential spiritually, academically and socially. The school community is dedicated to making responsible decisions based on respect for all people. We work as a team to build a community of believers in which we pray, work, learn and laugh together."

In support of Catholic-based training, preparation for the sacraments is integrated into the daily curriculum for respective grade levels. Students participate in daily prayer activities and attend Mass on a weekly basis. It is often stated that the true spirit of St. Michael School is experienced at these dynamic, colorful liturgical celebrations featuring student direction and active participation.

Fully committed to developing the academic strength of its students, St. Michael School offers educational programs accredited by the state of Ohio, for kindergarten through eighth grade. The school is a member of the Archdiocese of Cincinnati and is fully accredited by the Ohio Catholic School Accrediting Association. Two classrooms for each grade level exist with a teacher/pupil ratio of 22:1. Full and half-day kindergarten classes are offered. Last year, the popular Extended Day Program was created to better serve our families.

An extensive number of curriculum-enhancing programs are present at St. Michael School including Spanish courses for grades 1-8. In addition, remedial math and math enrichment, remedial reading and reading enrichment are offered. Students with special needs obtain caring support through the expertise of an intervention specialist, and a speech pathologist.

A strong dedication to the arts is also evident in the array of opportunities available at St. Michael School. Arts Attack, offered as part of the curriculum, is a parent administered art program promoting parental participation in the classroom. St. Michael has a first-rate music curriculum. Students can participate in annual talent shows, choir, band and a fully-staged musical Christmas program.

Additional character-building programs for St. Michael students include a strong athletic program promoting good sportsmanship and Christian values, and a student council program fostering leadership skills for older students. An active D.A.R.E program, in cooperation with the Sharonville Police Department, promotes good decision-making, while the parent-taught Everybody Counts! program instills empathy for the disabled.

Currently, St. Michael School boasts a student body of 397 students and an outstanding team of 28 educators. The campus has expanded to include a total of 19 classrooms as a result of major renovations in 2002. The previous addition of a Library and Science building created homes for the science and computer laboratories as well as the school library.

St. Michael buildings have been updated structurally and technologically through the years and now offer air-conditioning, internet access in each classroom, laptops for each teacher and interactive white boards to enhance presentations. St. Michael also hosts its own web site offering pertinent information about the school and important school-wide activities.

St. Michael is an ever-evolving establishment offering a faculty focused on achievement and moral growth, with the added vigor of dedicated families and a supportive parish community. St. Michael School is the kind of place where parents want to send their children, and a place where the alumni are, indeed, sending their children.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

At St. Michael School the impressive results of standardized tests provide evidence of a well-prepared, thriving student body. The Terra Nova Achievement and Inview Cognitive Ability tests are administered to St. Michael students in grades 2, 4, 6 and 8 every October, according to the guidelines of the Archdiocese of Cincinnati.

The results on this nationally normed test are compared to both the Archdiocesan scores and the anticipated scores for the students. The Inview test is a cognitive ability test in which the results predict an anticipated score for the Terra Nova tests. Students at St. Michael regularly score above their anticipated score as generated by the Inview tests 100% of the time.

The eighth grade classes over the past five years have scored above their anticipated ability scores 100% of the time in both reading and mathematics. In 2007 the eighth grade scored seven points above anticipated in reading and six points above in mathematics. They have been at or above the NCLB Blue Ribbon cut off of 90% for the past five years. This trend can be seen for each of the grade levels over the past five years - a clear reflection of the achievement potential for students as they continue in the superior academic environment of St. Michael School.

As required by the archdiocese, students in grades 5 and 8 take the Assessment of Catechesis of Religious Education (ACRE). The results of this nationally normed test given by the National Catholic Educational Association (NCEA) indicate St. Michael students are consistently above average with regard to knowledge in all religious domain areas.

Students in grades 3, 5, and 7 also participate in the Archdiocesan Writing Sample where each student responds to a given prompt. The essays are scored by archdiocesan teachers. Typically 92% of students in each grade level prove to be competent writers as measured by this assessment.

Less than seven percent of St. Michael students qualify for free or reduced lunches and each minority, ethnic/racial group makes up less than six percent of the student population. Scores from students in these groups are included with the other test scores. The policy of the Archdiocese is to exclude scores of students who have Individual Service Plans (ISP/IEP). These students are tested with accommodations according to their plans, but the results are not included in the group results. The students of St. Michael School do not participate in the state assessment program.

The faculty at St. Michael School uses various internal diagnostic assessments to further provide the best education possible for each student. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is given to all students in grades K-3 as well as any others that indicate a need for such testing. This standardized individually-administered test measures early literacy development and determines which students may be in need of intervention. Two additional diagnostic tools given to incoming students are used in both the kindergarten and first grade to determine a student's readiness.

While enormously impressive, these standardized assessments are only one indication of our academic success. In the St. Michael class of 2008, 100% of the graduating class was granted admission to their high school of choice based on the entrance exam scores alone. Forty-four percent of this class was admitted with distinction to their selected high school. In addition, St. Michael students represent an overwhelming percentage of area high school honor rolls, honor societies and leadership roles.

2. Using Assessment Results:

The scores of St. Michael students on standardized and diagnostic assessments are used to measure both the general effectiveness of the programs offered at each grade level and the achievement of each individual student. The faculty then analyzes the subtest results in order to discover strengths and relative weaknesses, not only of the curriculum but of individual students. Teachers meet on a regular basis comparing teaching techniques and assessment results. The consequences of such interactions are frequent adjustments of the curriculum and differentiated instruction

Individual student results are used to assist teachers in identifying students in need of either enrichment or intervention accommodations. In combination with a student's classroom performance, the scores provide more in-depth information about the students whose profiles require further evaluation by the school intervention team. Appropriate recommendations are made, implemented and reevaluated.

St. Michael teachers make time to conference with students concerning their standardized test scores. They discuss strengths and weaknesses evident in the test analysis and help the student develop a course of action to further enhance their educational experiences.

At St. Michael School, the talent profile of the classroom is intentionally mixed. Guidelines for ability are based on standardized test scores and previous classroom performances. This is true for every class except eighth grade math and science, where the results from the Terra Nova tests, an algebra readiness test, and previous math and science performance are used to group the students.

The entire program at St. Michael follows a cycle of using data to drive instruction. An intervention assistance team of eight faculty members, including the principal and intervention specialist, is in place. This team meets on a weekly basis to reassess those individuals needing accommodations in the classroom. When classroom performance warrants, the team meets with the parents to discuss further action.

3. Communicating Assessment Results:

The St. Michael School community maintains that communication is a vital element in the relationship among students, staff and parents. There exists a host of ways in which this is managed to make St. Michael an exceptional school.

One highly effective tool for maintaining this necessary contact is a monthly newsletter. It regularly publicizes student accolades, school activities and pertinent information. Test assessment results are also addressed there when appropriate.

The weekly church bulletin is another vehicle where school news, information about past graduates and the school's achievements are shared with the parish community. Parish Council and the Parish Education Commission are given regular reports on the academic progress of the school as well.

Specific assessment results are shared privately with students and parents when they are sent home for review. Teachers and specialists provide conferences with students and parents as requested. Naturally, these conferences allow for interpretation of scores, as well as open discussion of student strengths and weaknesses.

The principal presents the Terra Nova results from the current year at the January PTO meeting. This important assembly provides interpretation and review of the results as well as a forum for questions and answers. Previous results are also reviewed to allow reference for tracking academic achievement.

Regarding student achievement in the classroom, mutual communication between parents and teachers is strongly encouraged. Plan books are provided for students in grades 2-8, allowing for daily communication. Students and parents in grades 5-8 can access the ChurchWerks web site where all grades are housed and updated. Weekly newsletters, electronic mail and phone communication is utilized in various classrooms to keep the school-home lines open.

4. Sharing Success:

St. Michael School proudly shares with the community, news of student and faculty achievements, successes and pride in Catholic education. St. Michael families enjoy regular media exposure in several local publications, which also serve as an excellent source of public relations and advertising. A parent-directed public relations committee executes a media-relations plan, as well as organizes school open houses and various events like a Blue Ribbon Award celebration.

St. Michael has a face in the community and is recognized for its service to the residents of the community. Students have been involved with Matthew 25 Ministries, Bethany House, Hurricanes Katrina and Ike relief, Valley Interfaith Hospitality and local food and clothing drives. In addition, the school strives to increase parent awareness about potential risks to their children as they become part of the online community. School-sponsored seminars and presentations offer parents at St. Michael and the neighborhood public school an opportunity to learn about on-line safety and security.

The process of our application for the Blue Ribbon Award has increased the knowledge of the Blue Ribbon Committee members. The committee has become enlightened about what St. Michael School offers its students. The St. Michael web site would be updated to include not only the extraordinary news that we were the recipient of this prestigious award, but details of the application and its significance. It is the perfect opportunity to be boastful with regard to the details that make our school so excellent, as well as to communicate those features that contribute to such national recognition.

Students, faculty and parents will share in the joy of a Blue Ribbon Award. A day of recognition and festivities would be arranged. Such a day would include a celebratory Mass featuring school staff, past and present, as well as current students and alumni. A mayoral proclamation would be requested. In addition, T-shirts would be designed and distributed to demonstrate our school pride and to publicize our accomplishments to the community and to area schools.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Students at St. Michael School are provided a well-rounded education which meets and exceeds the requirements of the Graded Course of Study for the Archdiocese of Cincinnati. Instruction is designed to challenge students and prepare them for future academic successes. Wherever possible, differentiated instruction recognizes the many varied gifts the students bring with them.

Religion: Students at St. Michael participate in a systematic religious education program which emphasizes the traditions and beliefs of the Catholic faith as well as the importance of living the faith and providing service to others. Students actively participate in school liturgies as lectors, servers, choir members, cantors, musicians and liturgical dancers. Weekly school liturgies and monthly prayer services are brought to life by the students' enthusiasm and reverence. Students preparing for sacraments participate in additional formation activities. Community service projects are embedded in the curriculum throughout the year, promoting Christian values and social awareness. The message of the Gospel is further incorporated into social programs such as Everybody Counts!, St. Michael "buddy program", and daily character building reminders using Project Wisdom.

Science: All students at St. Michael are exposed to a rich, discovery-based curriculum. All grades have access to a fully-equipped science lab which is used on a weekly basis by students in grades 5-8. Younger students also use the lab or perform experiments in the classroom. In the junior high, block scheduling allows for use of the science lab for a double period. Students not only learn through hands-on activities, but have the responsibility of working together to theorize and test their results. Field trips are taken to local parks, museums and farms to enhance student interest and inquiry of science. An after-school Mad Science program gives students an additional opportunity for further experimentation.

Mathematics: The mathematics curriculum delivers a sound program saturated with relevant real-life problem-solving. In order to learn and retain the material covered in the curriculum, the students use manipulatives as well as practice drills. Students are exposed to algebraic concepts beginning in the second grade. Math enrichment opportunities are offered for students in grades 2-8 allowing students to engage in problem solving and critical thinking at an accelerated pace. Math remediation is provided for students who need small group instruction at a slower pace for success. Qualified students in the eighth grade study and benefit from the inclusion of an Algebra I curriculum. For students in grades 2-8, the daily use of the Simple Solutions program enhances their ability to apply concepts learned.

Language Arts: A combination of reading, writing, grammar and spelling comprise the basis for the language arts program. Students learn the writing process early in their development and apply it throughout their years at St. Michael. The reading curriculum incorporates a variety of materials, including basal readers, trade books and novels. Through these resources, students are introduced to new vocabulary as well as decoding skills, phonics and context clues. Students are guided through the process of developing comprehensive reading skills. To promote reading, we host an annual book fair and a used book fair, participate in Right to Read Week activities, and involve students in a summer reading program. All students take part in the Accelerated Reading program.

Spanish: St. Michael School offers Spanish classes for grades 1-8 with an emphasis on vocabulary, grammar, conversation and culture. Grades 1-3 attend class once a week, grades 4-5 have class twice a week and grades 6-8 have Spanish three times a week. This is our third year of Spanish and it is expected that many eighth graders will be able to test out of Spanish I in high school. Our Spanish teacher is the co-coordinator of a local Spanish Elementary Teachers Collaborative. This group meets twice yearly to share ideas based on the

newest Total Physical Response (TPR) studies that help students learn foreign language through whole-body movement.

Technology: At St. Michael School every opportunity is taken to use technology as an integral part of all instruction. Classrooms are equipped with televisions, DVD players, Smart Boards or interwrite pads, projectors, and desk top and laptop computers. A full-time computer teacher instructs all students in the computer lab. Critical technology skills and software proficiency as well as internet safety and ethical principles are enforced in all curriculum areas.

Social Studies: The Social Studies curriculum at St. Michael provides for a broad understanding of U.S. history and civics, global geography and ancient civilizations. Older students monitor foreign and domestic current events. They also put knowledge into practice as student council members, making recommendations concerning the school. Participation in this governing body offers experience in leadership, participating in elections, creating agendas, scheduling events and operating within a budget. Representatives from grades 6-8 attend a model United Nations session sponsored by a neighboring high school, where students representing an assigned country are expected to collaborate with other representatives, create working papers and build consensus to form resolutions.

The Arts: St. Michael School employs full-time music and physical education teachers. Students in all classes receive instruction in music twice a week. The children's choir and after-school band welcome students interested in performing. All grades participate in staged performances, which include a Christmas program, class-directed play, talent shows and music videos. Special assemblies are arranged on an annual basis to expose students to opera, puppeteers and other performing activities.

Physical education classes promoting exercise and good physical health are held twice a week for students in each grade. Activities to further motivate student activity include Jump Rope for Heart, the annual Walk-A-Thon, an annual school-wide square dance week, and a unicycle week. The new walking track on the parking lot is a welcome addition to promote physical fitness.

Parent volunteers teach art lessons using the video Arts Attack program. In addition students who are interested can enroll in Young Rembrandts, which is an after-school art program. Student artwork continually decorates the halls and is proudly displayed at the annual art show during Catholic Schools Week.

2a. (Elementary Schools) Reading:

Reading is the basis of all learning. St. Michael School embraces this notion, and offers students a strong foundation in reading to ensure excellence in all subjects. Compliant with the guidelines of the Archdiocese of Cincinnati, St. Michael has constructed an effective reading program rich in content, diversity, technology and hands-on activities. In addition to exceptional classroom teachers, a reading specialist engages skilled students in advanced reading activities and assists students whose reading skills have not matured.

In every grade level at St. Michael School, the teachers fervently promote independent reading. Book reports are standard practice. Regular visits to the St. Michael library and the nearby Sharonville library are commonplace. The Simple Solutions Grammar and Writing series offers students daily practice in language

arts. The use of the Accelerated Reading program helps our teachers assess reading comprehension skills and further promotes independent reading.

Early reading instruction starts at the kindergarten level with the employment of the Houghton Mifflin Alphafriends program. With its collection of characters, this instructional series helps students identify each letter, its sound and formation. Students also practice common sight words. Primary students advance to leveled readers and the McGraw-Hill Reading Series that combines an anthology of short stories and poems. This intense language arts curriculum is further supplemented with Daily Oral Language (DOL) and peer reading. At the intermediate level, teachers use a combination of basal readers and trade books, as well as grammar, vocabulary books and DOL.

By junior high, an appreciation of literature is fostered by discussing novels, short stories, plays, and poetry in depth. Writing skills are enhanced by using student writing for editing and grammar instruction. A highlight for the seventh graders is a "coffee evening," where students share their poetry writing with parents and fellow students.

The noteworthy reading curriculum at St. Michael School is one that builds strong foundations for learning. This is evident by the students' Terra Nova scores.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

St. Michael School boasts an ambitious curriculum for the promotion of technical literacy, and strives to prepare students to be contributing members of a digital society. As prescribed in the St. Michael Technology Plan, every student must have the ability to navigate through the massive information flow that today connects the global community.

St. Michael students experience hands-on training using Microsoft Windows-based computers, printers, internet connectivity, wireless technology and electronic presentation devices. The curriculum is widely infused with technology, providing students with opportunities to learn and apply usage strategies. In all grades, students use technology to develop hypotheses, solve problems, and create presentations, images and models. Primary students learn computer basics by exploring technological devices, identifying components, and completing tasks, such as creating, saving and opening files.

As they progress academically, students take on more challenging tasks, navigating information on the Internet to do simple searches and answer questions. Students also use a variety of applications designed to support learning in mathematics, reading, science and social studies through practice and educational games.

In grades 5 through 8, students continue to apply their developing skills to almost every part of the curriculum. They conduct research and present information using productivity software such as word processors, spreadsheets, presentation software and desktop publishing. They also rely on information technology to help them solve problems, analyze data and conceptualize abstract information.

The mission at St. Michael School is to provide a safe and nurturing environment in which each child can fully develop his/her potential. This mission is the foundation of all areas of our curriculum, including technology instruction. St. Michael School promotes appropriate, ethical and moral use of technology and provides safety instruction as well as technological safeguards on every computer. Students are taught to avoid objectionable content, honor the St. Michael Acceptable Use Policy, and respect the information

available to them by acknowledging the work of others and avoiding plagiarism. It is through this effective technology instruction that St. Michael School prepares students for success in the digital society of the future.

4. Instructional Methods:

Teachers at St. Michael School use a wide variety of instructional methods to enhance student learning. The members of the faculty are encouraged to employ creative learning techniques that can be adapted to any learning style by utilizing various methods, as well as a variety of tools available to them. Assessing student learning styles allows them to adapt instruction to the students in the class. Use of manipulatives and hands-on science experiments help students retain concepts being taught.

The Intervention Assistance Team (IAT), comprised of teachers, the principal, the intervention specialist, other school specialists and the recommending teacher meet weekly to offer usable suggestions and lend support to staff who are helping students in need of enrichment or remediation.

Our instructors in grades K-3 teach to the whole child by individualizing instruction in the areas of kinesthetic, auditory and visual learning. DIBELS testing in reading and phonics tracks student progress and provides ample information for remediation by support personnel. Theme-oriented collaboration days are held in grades 1 and 2 involving cross-curricular activities to reinforce shared knowledge and peer pairing. Intervention, both remediation and enrichment, is offered in both reading and mathematics.

Departmentalization takes place starting in grade 2. This arrangement allows teachers to instruct in accordance with their expertise, thus ensuring excellence in curriculum development.

Grades 4-8 are heterogeneously grouped with the exception of Algebra I students in the eighth grade. Oral reports, speeches, poetry writing and recitation are stressed in grades 7 and 8. Cooperative learning groups are formed for many projects in the upper grades.

In addition to these dynamic instructional methods, the prevalent use of technology at St. Michael includes Smart Boards, interactive write pads, internet research, presentation software, laptops, projectors, Quiz-A-Matic and United Streaming. These many resources help to reinforce student comprehension and retention, thus effectively educating the whole child.

5. Professional Development:

St. Michael School is committed to the ongoing professional development of its faculty and staff, and recognizes the effect that continuing education has on the quality of our school.

The credentials of St. Michael's faculty are impressive. Fourteen members of our faculty have earned their master's degrees, and one is taking classes. Two members of the faculty are Praxis Mentors for new teachers in the state of Ohio. Our instructional professionals include an intervention specialist, reading and mathematics specialists, a speech pathologist, as well as a music, Spanish, physical education and computer teacher.

All teachers are certified and follow a written plan for continuing professional development. Our educators are required to submit a professional plan aligned with the school's goals. Individual plans are reviewed by the principal and the Archdiocese through the Local Professional Development Committee. In addition to five in-service days, teachers are encouraged to access two professional days during the school year to hone

their craft. In addition, the PTO allocates money for financial assistance to teachers working on a masters degree and to defray the cost of workshops not covered by Title II.

Teachers receive training locally and at the state level. Recent school sponsored in-services have included such topics as: the ministry of teaching, CPR, response to intervention, interactive whiteboards, use of Best Practices, addressing different learning styles and Best Practices for Differentiated Instruction and Interventions.

St. Michael recently joined the Xavier University Initiative for Catholic Education. In this initiative, select math and science teachers were provided with extensive training in best practices in pertinent curriculum topics. The principal, meanwhile, was provided with information on systematic leadership techniques.

In 2007 St. Michael proudly sent a junior high teacher to deliver a presentation on The Use of Poetry to Stimulate Students to the NCTE national convention. The physical education teacher was also a presenter at the OCEA convention. A team of teachers are active members in the archdiocesan-sponsored programs for fostering differentiated instruction and interventions.

The success of our professional development policy can be seen by its impact on student learning. St. Michael School feels fortunate to feature such a talented, dedicated and knowledgeable group of professionals who create an atmosphere of learning and acceptance for St. Michael students.

6. School Leadership:

An effective school is a reflection of effective leadership. At St. Michael School, the leadership currently in place has consistently been successful, as evidenced by our thriving school, committed faculty and loyal families. Such leadership begins with our principal, Jody Farrell who, while decisive, is always open to new ideas.

During her tenure of 13 years, Mrs. Farrell has indeed listened to faculty and families at St. Michael School. With the assistance of an exceptional PTO, she has staged parent forums in which the school community participates in "brainstorming sessions". As a result of such meetings, Spanish has become a part of the curriculum. Algebra I is being offered to qualified eighth grade students, technology instruction has been enhanced, all of the buildings have been air-conditioned and an extended day program has been established.

Mrs. Farrell's method of leadership is a key ingredient in St. Michael School's success. She meets monthly with the assistant principal and a teacher from each campus building to address policies, procedures and goals for the school. As a member of the Intervention Assistance Team, she assembles weekly with the instructional specialists, classroom teachers and the "requesting teacher" to monitor academic and social progress of struggling students.

As a leader in a unique committee formed with three local schools for the purpose of Guaranteeing Regional Access to Catholic Education (GRACE), Mrs. Farrell works alongside devoted parents and multiple school leaders to ensure Catholic Education's bright future in our community.

Mrs. Farrell's leadership style also necessitates involvement in such groups as Pastoral Council and the Parish Education Commission where she can hear and voice opinions about issues pertinent to both our church and school. Our pastor, Father John Fischer, is also in place as a link to the parish community, and as a key decision-maker in addition to his presence as spiritual leader of our school.

At St. Michael School families are truly proud of their school leadership. The leadership team is extraordinarily productive and effective, consistently proving to St. Michael School families their dedication to student and school achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$2830</u>	<u>\$2680</u>	<u>\$2680</u>	<u>\$2680</u>	<u>\$2680</u>	<u>\$2680</u>
K	1st	2nd	3rd	4th	5th
<u>\$2680</u>	<u>\$2680</u>	<u>\$2680</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 3997 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1454
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
35 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
99 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: Terra Nova

Edition/Publication Year: Second Edition/2001 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	87	86	91	89	84
Number of students tested	47	47	55	46	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 2 Test: Terra Nova

Edition/Publication Year: Second Edition/2001 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	76	81	82	87	77
Number of students tested	47	47	55	46	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 4 Test: Terra Nova

Edition/Publication Year: Second Edition/2001 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	89	90	86	86	77
Number of students tested	50	44	42	51	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: Terra Nova

Edition/Publication Year: Second Edition/2001 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	85	90	79	84	85
Number of students tested	50	44	42	51	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 6 Test: Terra Nova

Edition/Publication Year: Second Edition/2001 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	89	93	92	87	87
Number of students tested	40	41	49	46	51
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Students alternatively assessed used the same test but had accommodations according to his IEP.

Subject: Reading

Grade: 6 Test: Terra Nova

Edition/Publication Year: Second Edition/2001 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	75	80	82	72	78
Number of students tested	40	41	49	46	51
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Student alternatively assessed used the same test but had accommodations according to his IEP.

Subject: Mathematics

Grade: 8 Test: Terra Nova

Edition/Publication Year: Second Edition/2001 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	92	91	88	90	87
Number of students tested	47	45	49	56	44
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Alternatively assessed student used the same test but had accommodations according to their IEP.

Subject: Reading

Grade: 8

Test: Terra Nova

Edition/Publication Year: Second Edition, 2001 Publisher: CTB/McGraw-Hill Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	88	83	85	89	79
Number of students tested	47	45	49	56	44
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Student took the same test but received accommodations according to their IEP. These are reading scores only, language is a separate score.

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