

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Dr. Sarah Wannemuehler

Official School Name: St Michael the Archangel Catholic School

School Mailing Address:  
810 High House Road  
Cary, NC 27513-3507

County: Wake State School Code Number\*: 258

Telephone: (919) 468-6152 Fax: (919) 468-6160

Web site/URL: http://school.stmcary.org E-mail: swannemuehler@stmichaelcary.org

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

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

Name of Superintendent\*: Dr. Michael Fedewa

District Name: Diocese of Raleigh, North Carolina Tel: (919) 821-9749

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

Date\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Richard Friedwald

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

Date\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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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. 5 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	9	13	22	6	25	31	56
K	27	27	54	7	25	25	50
1	26	28	54	8	25	28	53
2	18	36	54	9			0
3	29	27	56	10			0
4	22	34	56	11			0
5	22	36	58	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							513

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
1 % Black or African American  
7 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
86 % White  
1 % 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: 0 %

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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	0
(4)	Total number of students in the school as of October 1.	517
(5)	Total transferred students in row (3) divided by total students in row (4).	0.000
(6)	Amount in row (5) multiplied by 100.	0.000

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

Total number limited English proficient 0

Number of languages represented: 3

Specify languages:

Spanish, Korean, Vietnamese

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

Total number students who qualify:0

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

10. Students receiving special education services:5 %

Total Number of Students Served:24

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>5</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>2</u>	<u>1</u>
Classroom teachers	<u>26</u>	<u>3</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u>20</u>
Support staff	<u>3</u>	<u>2</u>
Total number	<u>33</u>	<u>28</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 20 :1

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	97%	97%	97%	97%
Daily teacher attendance	98%	96%	96%	98%	98%
Teacher turnover rate	0%	1%	1%	2%	1%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

## PART III - SUMMARY

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St. Michael the Archangel Catholic School strives to live its mission to provide a Christ-centered Catholic education, with a focus on academic excellence and the development of each individual child. The mission shapes the daily happenings of the school community and is the basis for all leadership decisions. It is posted in each classroom and all handbooks and policy manuals, as it is lived each day by members of the school community. In addition to the mission statement, the core values of reverence, service, and leadership guide the vision, purpose, and goals for all students of St. Michael School.

Built in 1999, St. Michael School is part of the Diocese of Raleigh's expansion efforts to keep pace with increasing population and demand for Catholic schools. St. Michael School is located in Cary, North Carolina; it first opened its doors in 2000 to kindergarten through sixth grade students. Today, the school provides an exceptional educational experience to over 500 students in pre-kindergarten through eighth grade. Since the school is already full to capacity and demand for its programs increases each year, a building project is underway which will include nine additional classrooms, a gym, a stage for performing arts, a chapel, and a cafeteria. Planned future expansion will meet a vital need in the community for Catholic education.

St. Michael School has 513 students in pre-kindergarten through eighth grade. There are approximately 56 students per grade level with an average of 28 students per class. The faculty and staff includes; 32 teachers, 21 assistant teachers, a media specialist, guidance counselor, nurse, and office and custodial staff. The administration consists of the Principal, Assistant Principal, and Athletic Director. There are over 60 personnel serving the students of St. Michael School.

St. Michael School meets the demand from its constituents for quality education and a challenging curriculum. Citizens of the town of Cary represent a highly educated population, with nearly 40% of adults holding bachelor's degrees (compared to 15% in the state) and over 20% holding master's degrees (compared to 7% in the state). The socioeconomics of the community, coupled with high education levels, translate into high expectations for educators and schools. St. Michael School strives to provide its students with up-to-date, current curriculum materials and resources with a special emphasis on technology.

By utilizing talent within the school and reaching out to the extended community, St. Michael School promotes and sustains a thriving community of learners. Within the school, well-trained and caring teachers and a demanding academic curriculum provide students with opportunities to explore their world through technology, hands-on activities, community service projects, and innovative methods of learning. After-school programs allow students to experience the thrill of competitive sports and band or delve into special subject areas through programs like Science Olympiad, Math Counts, and the Stock Market Club. Members of the learning community also benefit from guest speakers and field trips that enhance the curriculum. The school fosters a vibrant learning community by keeping students engaged in discovery, collaborating with the larger community, and providing all members with continual opportunities for growth. A high rate of parent involvement and volunteerism supports these goals. The students; standardized test scores and high achievement levels speak to the success of the school's programs.

St. Michael School is proud to be accredited by the Southern Association of Colleges and Schools and the state of North Carolina and to be members of the National Catholic Educational Association. Having experienced significant success in its first eight years of operation, St. Michael School is committed to preparing its students to be active participants in an ever-changing world.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

St. Michael the Archangel Catholic School students in grades 2-8 take the Iowa Test of Basic Skills (ITBS) each year in October. This is a national norm-referenced standardized test which allows comparison of the performance of St. Michael School students to similar groups of students in the nation. For the testing administered in years 2004-2005, 2005-2006, and 2006-2007, the norms used were fall 2000. For more recent testing administered in 2007-2008, 2008-2009, and 2009-2010 the norms used were fall 2005. The change in norms was mandated by the Superintendent of Schools of the Diocese of Raleigh. The new norms are considered to be a higher standard of comparison. Scores were not disaggregated into subgroups in the data tables because subgroups were less than 10 students per class. No students were alternatively assessed.

The ITBS Reading Test consists of vocabulary and reading comprehension. Reading scores are generally consistent across grade levels, especially when scores of a particular class of students are tracked over time. Over a five-year period, there is a trend of consistent progress in the area of reading. Students at St. Michael School consistently progress in this curricular area at a high level. Scores range from the 77th – 93rd percentile over the past five years, although in the most recent administration the range of scores has narrowed to the 82nd – 90th percentiles. This is a significant achievement due to the more rigorous standard of comparison as represented by the 2005 norms. Overall, reading is an area of strength for the students of St. Michael School.

The ITBS Math Test consists of three subtests: concepts and estimation, problem solving and data interpretation, and math computation. The math scores of St. Michael students are an area of special focus because they are not as strong as scores in reading and other content areas. Second grade student scores range from the 70th – 79th percentile over the last five years; however, this is not indicative of student scores in the middle grades (grades 3-5), who score in the 75th – 92nd percentile range. This seems to indicate a strengthening of math skills in the intermediate grades. Gains made in the intermediate grades are not always sustained at the same level in the middle grades (grades 6-8). However, this is consistent with Diocesan trends. In fact, St. Michael students score at or above Diocesan levels of achievement. This is an indication of the strength of the instructional program in math at St. Michael School and the positive results of an emphasis on meeting individual student needs through the hiring of a math resource teacher.

The results of the ITBS are shared with teachers, students, and parents and are used to design instruction and revise teaching methods. Administering the test in October allows teachers to use results to plan instruction for the remainder of the school year based on the academic strengths and weaknesses of the students. Identified weaknesses are targeted through school-wide and department level goal setting.

The expectations that accompany the challenging curriculum in place at St. Michael School encourage students to perform at a high level as evidenced by their standardized test scores in reading and math. Despite the high achievement of St. Michael students, an aspect of the school's improvement plan calls for continued improvement in standardized test scores. Further information about the Iowa Test of Basic Skills can be found at [www.riversidepublishing.com](http://www.riversidepublishing.com).

### 2. Using Assessment Results:

ITBS data is used to identify areas of strengths and weaknesses and to make instructional changes from year to year. Teachers analyze individual student and class scores, and decisions are then made collaboratively regarding how to best support the learning and improve achievement levels of students who display areas of weakness in their test scores. In addition, scores are reviewed by the entire faculty so that school-wide trends

can be studied and discussed at faculty and department meetings. Teachers meet in cross-curricular and grade level groups to discuss the test results and set goals. These meetings and discussions allow the faculty the opportunity to realign their teaching and the curriculum with the data gathered from examining the test scores.

For example, examining student scores on the math computation subtest of the ITBS, the weakest area in the school's math scores, has led to an increased focus on reviewing basic skills and has provided a focus for professional development in the area of math instruction. The results of this data analysis have informed the math department's review of textbooks and the purchase of supplementary materials with a strong focus on computation. It has also resulted in the hiring of a math resource teacher to provide remediation and extension. Analysis of scores in reading led to the purchase of the Accelerated Reader® program and the establishment of several after school reading clubs with a focus on improving literacy.

Teachers are trained to understand and use standardized test data in the classroom through professional development opportunities such as trainings, workshops, and regional and national conventions. As a result of these professional development activities, teachers learn to identify areas of strength and weakness within their classes to target for the remainder of the school year and to plan for future professional development and instruction.

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

Clear communication with parents is an essential goal of St. Michael School. Parent questions and concerns are addressed as quickly as possible, and every attempt is made to share important information about school effectiveness, student performance, and progress toward meeting goals.

Teachers are required to update their online gradebooks weekly. Utilizing the Edline® software program enables administrators, parents, teachers, and students to review a student's performance through the school's website. Graded papers are shared with parents and students with qualitative and quantitative feedback in a timely manner. Formal progress reports and report cards are sent home every four weeks. Opportunities for formal conferences between parents, students, and teachers are offered twice a year. Teachers are available for additional conferences at any time at the request of parents, and teachers maintain close communication with parents regarding student progress through the use of email.

The results of the Iowa Test of Basic Skills are available to teachers and parents in December. Teachers are given score reports for their class and individual students, which serve as an aid for them to individualize instruction for the rest of the school year. Parents are also provided with score reports for their children, and teachers and administrators are available to meet with parents on an individual basis to review these results. This data is also shared with school guidance personnel, and other practitioners aiding individual students. Annual review and explanation of school-wide ITBS scores is provided to parents at a designated Parent Teacher Organization (PTO) meeting. This meeting aids parents in understanding the scores and what they reveal about student performance. Standardized test data is compiled and maintained for review by the school's accrediting bodies, the Southern Association of Colleges and Schools and the North Carolina Division of Non-Public Education during their annual visits.

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

St. Michael School values communication and collaboration with other schools as well as sharing the successes and accomplishments of the school with the larger community.

The Principal shares the school's successes on the Diocesan level at quarterly Principals' meetings. Locally, she meets with board members of the Parent Teacher Organization to maintain open communication with the parent community. Quarterly updates on the school are also presented to the Governing Board.

Stakeholders are apprised of key information about students, their performance, and school effectiveness through the website and regular newsletters. A weekly Principal's Letter highlights student achievements, upcoming events, and school goals in progress. Community and class information is conveyed via weekly folders. An awards ceremony at the conclusion of each school year acknowledges student successes with other achievements recognized throughout the year in a timely manner.

If awarded the Blue Ribbon status, news would be shared through an ALERT NOW® message, highlighted in the weekly Principal's Letter, in the PTO Express Newsletter, and on the front page of the school website.

The school would host a Blue Ribbon Ball with invitations sent home in the weekly folders. News of the award would be announced to the church community at all weekend Masses and in the church bulletin. Press releases submitted to our local newspapers, magazines, and television networks will communicate this information to the larger North Carolina community. Through the Student Council, activities would be planned for the students to celebrate their Blue Ribbon accomplishments.

Teachers and administrators witness to the success of St. Michael students through their interaction with professional colleagues at diocesan, state, and national meetings. Parent satisfaction as communicated to the larger community contributes to the successful reputation of St. Michael School.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

St. Michael School's curriculum incorporates Diocesan guidelines which are consistent with North Carolina standards. The high standards established by this curriculum challenge all students to not only love learning for learning's sake, but also to actively engage with the world outside the classroom. The teachings of the Catholic faith are interwoven throughout the entire curriculum, as the light of faith illuminates scholarship in each subject area.

The Religion curriculum, coupled with liturgical, sacramental, and prayer experiences, teaches Catholic doctrine and tradition and core principles of social justice. A school-wide service project, Light the World, allows students to participate in direct service to their community. Because religious education is the school's primary purpose, students are assessed in their mastery of the Catholic faith through the Assessment of Catechesis of Religious Education in fifth and eighth grades.

Language Arts instruction assists students in attaining a high level of literacy and helps them to communicate effectively. This requires strong skills in reading, writing, listening, and speaking. The curriculum emphasizes reading comprehension, English grammar, spelling, vocabulary, writing composition, library skills, and an appreciation of literature.

The Math curriculum enables students to solve problems using a wide variety of strategies. Teachers provide opportunities to solve real-world problems in groups and individually, with the use of technology and logical reasoning. Manipulatives are used to enhance learning. The ability to use basic facts of addition, subtraction, multiplication, and division is introduced in kindergarten and developed throughout each grade, culminating in the study of pre-algebra and algebra.

The Social Studies curriculum develops in students a global orientation, cultural sensitivity, and an understanding of issues of peace and justice. The disciplines of history, citizenship, civics, government, geography, economics, current events, and cultural diversity provide a knowledge base for understanding of the role and responsibilities of active citizenship. Younger students begin by studying local communities; topics are further developed each year as older students examine state, national, and international communities.

The Science curriculum is based on the belief that, through scientific investigation, children gain respect for and a sense of responsibility toward creation. Science instruction is inquiry-based, using a hands-on, experimental approach that introduces children to the scientific method. Themes are cyclical and are re-examined at certain levels with new degrees of complexity. A range of scientific skills is developed, including observation, classification, inference, prediction, communication, comparing, measuring, identifying variables, forming hypotheses and conclusions, and analyzing and interpreting data.

The Spanish curriculum provides authentic experience of language and culture. Students gain a broad understanding and appreciation of the world and acceptance of the differences in people through their study of another language. Fluency of the language requires that it be spoken, heard, written, and read. A variety of methods are used to achieve this goal with each level building on the preceding one. Spanish instruction begins in pre-kindergarten, and it is a core subject for middle school students that is taught four days per week.

In the visual and performing arts programs, students develop an awareness and appreciation for music, band, visual arts, and drama. Student creativity is manifested through visual expression, musical performance, and dramatic interpretation.

The physical education/health curriculum provides students the opportunity to study the human body so that they develop lifetime habits of good health and wellness. Participation in team sports, cooperative games, and aerobic exercise support the development of sportsmanship, enhance self-esteem, and encourage student achievement of his/her personal best.

The technology curriculum is an integral part of each subject area as it is interwoven throughout the curriculum. Students learn to use computers ethically and responsibly to gather information, create products, and enrich learning.

### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Based on the belief that reading skills anchor student learning, the reading curriculum of St. Michael School was designed to take a comprehensive approach to reading instruction that supports individual student achievement in all academic areas. A firm foundation is created in the primary grades through the teaching of phonics which extends into the intermediate and middle grades through spelling and vocabulary acquisition. Reading comprehension skills are extended and refined throughout.

In the primary grades, students are introduced to reading through basal texts with workbooks, sight word lists, picture and chapter books, and teacher read-alouds. Comprehension skills are remediated and extended through the use of the Accelerated Reader® and SRA® program, where students work individually practicing skills and fluency. Teachers work with students in small groups to target skills such as decoding, extracting meaning from text, and developing fluency.

In the intermediate grades, less emphasis is placed on decoding since these skills are mastered in primary grades. Students interact with texts to make inferences and draw conclusions. Reading is intimately connected to writing, as students are encouraged to explain their thoughts through journals and comprehension exercises. Students are provided with time to read for pleasure to inculcate an appreciation of the written text. Emphasis is placed on proper grammar, spelling, and the acquisition of new vocabulary. Novels and chapter books play a central role as students move away from the basal reader.

In the middle grades, emphasis in the reading curriculum is on the appreciation of literature and the extension of comprehension skills to include critical thinking and writing. Literary genres are introduced, and teachers strive to help students make connections between literature and other curricular areas as well as students' real world experiences. The interpretation of literature is extended to the performing arts. Grammar, spelling, and vocabulary continue to support reading comprehension.

### **3. Additional Curriculum Area:**

St. Michael the Archangel Catholic School strives to provide every student access to instructional technology and media services. The school's mission of educating the whole child requires the integration of technology across all subject areas and grade levels to prepare students to actively participate in a technologically driven world.

The school maintains a computer lab that is utilized weekly by first through eighth graders. During instructional time in the lab, students acquire basic understanding of operating systems and learn keyboarding, word processing, presentation, and data management skills by becoming comfortable and proficient with essential software tools. Students also learn how to use the computer and Internet as a research tool and how

to search the Internet safely and responsibly. All students must sign and adhere to an Acceptable Use Policy. The school maintains a website that allows students to access educational games and test preparation activities at home from the school's Cybercenter page.

In the classrooms, teachers use technology to motivate and engage their students. Two class sets of laptops are available for teachers to use, and nearly all classrooms contain several desktop computers. Teachers provide opportunities to expand students' global education through networking with other students and schools via the internet, and student research and access to information is expanded through acceptable use of information found on the internet. In addition, the school has numerous LCD projectors and interactive white boards (SmartBoards®) in the classrooms to enhance instruction and assess students in new and dynamic ways. Through a Discovery Education license, teachers and students also have access to over 40,000 videos and video clips from the Discovery Channel®. These educational videos are correlated to North Carolina state standards.

#### **4. Instructional Methods:**

St. Michael the Archangel Catholic School is committed to the implementation of research-based instructional strategies, innovations, and a variety of activities that facilitate achievement for all students. This is first ensured through the creation of a structured, orderly environment for learning, taking into consideration time for student learning based on best practices and individual student needs.

Teachers are encouraged to learn new research-based strategies that enable every student to learn. Programs of in-school and external professional development instruct teachers on the latest research-based innovations, skills, and activities. Teachers participate in learning groups with other teachers in the Diocese to share strategies for differentiating instruction. The administration helps to ensure implementation of research-based instructional strategies facilitating achievement for all students through their classroom observations and teacher evaluations.

The mission statement of St. Michael School makes clear the school's commitment to the development of each individual child. As such, teachers employ a variety of teaching strategies in order to make learning accessible for all students. In order to convey curricular objectives, teachers plan a variety of age-appropriate instructional methods such as lecture and discussion, the use of manipulatives and other hands-on learning tools, drill and memorization, project-based learning, and flexible grouping. Resource support is available in reading and math to aid students who struggle in these areas, and the school's participation in programs such as the Duke TIP (Talent Identification Program) provide enrichment and extension. Teachers have access to SmartBoards® in their classrooms, a state-of-the-art computer lab, and laptops for each student to incorporate technology and multimedia resources in student learning experiences. Cross-curricular projects connecting core curriculum objectives with other areas such as music and fine arts allow students to approach learning in a multisensory way. The teachers work diligently to access the individual needs of the students of St. Michael School.

#### **5. Professional Development:**

St. Michael School respects the professionalism of each member of its staff in directing his or her own professional growth and development. Teachers are required to obtain continuing education credits to keep their state certification current and are encouraged to seek additional professional development to exceed this requirement. Staff members are encouraged to join professional organizations and attend educational workshops, seminars, and conferences throughout the year. The school funds all professional growth opportunities and membership in professional organizations. Faculty members who have attended conferences are asked to present and share relevant information with others on staff. The faculty also benefits from visiting professional speakers throughout the year as invited by the administration.

Teachers are participating in a Diocesan-wide professional development initiative on differentiating instruction. Teachers read professional development resources, attend workshops, and share strategies for implementing differentiated instruction in peer groups with teachers from other schools in the Diocese on a regular basis.

One of the three-year goals set by St. Michael School through the accreditation process is to improve student writing skills by implementing a school-wide writing program. The Empowering Writers® program was piloted in fourth grade writing classes in the 2007-2008 school year. The implementation of this program was accompanied by improved scores on the fourth grade Diocesan writing test. As a result, the administration and faculty decided to make Empowering Writers® a school-wide initiative and developed a program of professional development to assist teachers in implementing it across grade levels. A requisite strengthening of writing skills and an improvement in writing test scores will hopefully accompany this initiative.

Alignment of the school's professional development plan with the school's academic goals ensures that professional development targets the areas of reading comprehension, math computation, and writing skills while weaving the mission of a Christ-centered Catholic school throughout all disciplines.

## **6. School Leadership:**

St. Michael the Archangel Catholic School operates within a collaborative leadership model. The Principal is responsible for ensuring the school's adherence to its mission and vision, as well as establishing and promulgating school policies and insisting on best professional practice in daily classroom instruction. Weekly review of teachers' lesson plans and formal and informal classroom observations allow the Principal to gather data to ensure that goals are being met. The Assistant Principal aids the principal in fulfilling the mission of the school by managing day-to-day operations; for example, scheduling, purchasing, admissions, and management of grade and test records. A Governing Board is responsible for oversight of the school's admissions policies and procedures as well as the allocation of financial aid.

The Principal and Assistant Principal evaluate the school's effectiveness and student achievement through review of standardized testing data, teacher observations, and monitoring of student progress through quarterly progress reports and report cards. The Principal reviews, signs, and writes comments on all report cards before they are sent home. Analyzing all of the data collected in this manner allows the Principal to set goals for continued student achievement.

Stakeholders, including teachers, parents, and students, are offered leadership opportunities and are encouraged to contribute to the decision-making process in a variety of ways. Many teachers hold leadership positions such as Department or Grade Level Chairpersons as assigned by the administration. As Chairpersons, teachers are responsible for monitoring curriculum, reviewing textbooks for adoption, and acting as liaisons between the administration and faculty. Parents serve in leadership roles through the Parent Teacher Organization. They are responsible for fundraising, proposing how to allocate raised funds, community outreach, and providing educational programs for parents. Students are provided with a variety of leadership opportunities through Student Council and after-school sports teams and clubs.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

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

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$5310</u> K	<u>\$5310</u> 1st	<u>\$5310</u> 2nd	<u>\$5310</u> 3rd	<u>\$5310</u> 4th	<u>\$5310</u> 5th
<u>\$5310</u> 6th	<u>\$5310</u> 7th	<u>\$5310</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 5310 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1000

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 20 %

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics                      Grade: 2 Test: ITBS  
 Edition/Publication Year: A/2001      Publisher: Riverside  
 Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	74	70	77	79	76
Number of students tested	56	54	54	54	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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Mathematics                      Grade: 3 Test: ITBS  
Edition/Publication Year: A/2001    Publisher: Riverside  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	75	80	91	91	87
Number of students tested	56	55	53	54	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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Mathematics                      Grade: 4 Test: ITBS  
Edition/Publication Year: A/2001    Publisher: Riverside  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	80	91	90	85	92
Number of students tested	56	56	53	54	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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Mathematics                      Grade: 5 Test: ITBS  
Edition/Publication Year: A/2001      Publisher: Riverside  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	83	81	79	84	83
Number of students tested	56	54	56	54	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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Mathematics                      Grade: 6 Test: ITBS  
Edition/Publication Year: A/2001    Publisher: Riverside  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	81	72	84	83	80
Number of students tested	56	56	53	53	43
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Mathematics                      Grade: 7 Test: ITBS  
Edition/Publication Year: A/2001      Publisher: Riverside  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	78	79	84	69	79
Number of students tested	54	54	55	45	49
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Mathematics                      Grade: 8 Test: ITBS  
Edition/Publication Year: A/2001      Publisher: Riverside  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	84	84	75	79	79
Number of students tested	55	54	52	44	48
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

