

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

Name of Principal Sister Laura Toman, I.W.B.S.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Michael School
(As it should appear in the official records)

School Mailing Address 103 E. North Street
(If address is P.O. Box, also include street address)

Weimar Texas 78962-1315
City State Zip Code+4 (9 digits total)

County Colorado State School Code Number* 235-100-108

Telephone (979) 725-8461 Fax (979) 725-8344

Website/URL www.smsweimar.org E-mail ltoman@smsweimar.org

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

(Principal's Signature) Date _____

Name of Superintendent* Sr. Gloria Cain, S.S.N.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Victoria Tel. (361) 573-0828

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

(Superintendent's Signature) Date _____

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

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. 22 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	5	4	9	7	7	5	12
K	9	8	17	8	12	3	15
1	10	14	24	9			
2	8	4	12	10			
3	8	5	13	11			
4	5	7	12	12			
5	7	2	9	Other			
6	12	6	18				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							141

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>86</u> | % White |
| <u>0</u> | % Black or African American |
| <u>12</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 4%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(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)]	5
(4)	Total number of students in the school as of October 1	138
(5)	Total transferred students in row (3) divided by total students in row (4)	0.04
(6)	Amount in row (5) multiplied by 100	4

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

9. Students eligible for free/reduced-priced meals: 14%

Total number students who qualify: 18

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

10. Students receiving special education services: $\frac{4.0}{5}$ %
 Total Number of Students Served

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 1 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 4 </u> Speech or Language Impairment
<u> 1 </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

Note: The hearing impaired student has hearing aids, but does not receive any special services from the school.

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> </u>
Classroom teachers	<u> 10 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> </u>	<u> 2 </u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u> </u>	<u> </u>
Total number	<u> 11 </u>	<u> 3 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 13:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	93.0%	95.0%	93.0%	93.0%	95.0%
Daily teacher attendance	96.0%	96.0%	95.0%	97.0%	95.0%
Teacher turnover rate	08.0%	08.0%	12.0%	28.0%	15.0%
Student dropout rate (middle/high)	00.0%	00.0%	00.0%	00.0%	00.0%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

Part III: SUMMARY

St. Michael School, a pre-Kindergarten through eighth grade school located in Weimar, Texas, is part of the larger Catholic Diocese of Victoria. Founded in the summer of 1889 and served by two Sisters of Divine Providence, this public school had an enrollment of sixty students. In 1914, after problems arose with nuns teaching in the public school, the school reopened as St. Michael Parochial School under the direction of three sisters of the Incarnate Word and Blessed Sacrament. In 1919, because of a steady enrollment increase resulting in up to 200 students, a two-story building with four classrooms downstairs and an auditorium/gym upstairs, was erected. Today, this 86-year-old landmark proudly sits next to a modern brick building across the football field from the new gym and cafeteria. While St. Michael's buildings represent the old and the new, the philosophy and curriculum of the school are different from most schools in the area because of the school's goal to return to the basic values that, in the past, have made students great leaders in the Church and in the local and world communities.

Under the direction of the sisters of the Incarnate Word and Blessed Sacrament and devoted lay teachers, students set goals to achieve their highest potential. The school takes pride in its back-to-basics philosophy over more modern curriculum trends and promotes the tried and true fundamental elements of manners, respect, responsibility, friendliness and Christlike behavior. St. Michael School stresses solid basic skills that are taught in conjunction with highly technological computer skills. Computers are available in every classroom, and two twelve-unit mobile laptop labs as well as a twenty-four-station computer room make the latest technology accessible to every student.

The success of this philosophy is evident in St. Michael School graduates who, although they make up only about one-fourth of the local public high school enrollment, consistently comprise a high percentage of the top ten honor students of the senior class. In fact, in the past four years, 75% of the valedictorians and salutatorians of Weimar High School have been from St. Michael School.

St. Michael School students also have achieved top honors in the Private Schools Interscholastic Association (PSIA) competition held yearly since the spring of 1998. Being a Charter member of PSIA, St. Michael students have become a force to contend with at state meets. During these meets, not only have these country children been exposed to three junior colleges, they have participated at the state level at three major universities. Besides claiming the coveted state championship in 2001 in the Junior High division, St. Michael students have won five other second- or third-place state trophies, which attests to the fact that their basic curriculum firmly grounds them in the knowledge needed for life and success.

In addition to scholastic accomplishments, every eighth grader anticipates the annual trip to our nation's capital. Hundreds of St. Michael students and their parents have visited Washington, D.C., through the school program.

St. Michael School is blessed to have the generous backing of not only the students, parents, teachers, and pastor, but also of the local parishioners, banks, businesses, foundations, volunteers, alumni, and the community at large, who generously support the school and its programs.

An important emphasis for every child at St. Michael School is to exhibit the qualities listed in the Mission Statement: To be friendly, respectful, responsible, and Christlike. Is St. Michael School old-fashioned or innovative? Spiritually and academically challenging, solid as a rock, grounded in truth and basic values, and technologically advanced, St. Michael's students can and will continue to serve the Church and the world.

INDICATORS OF ACADEMIC SUCCESS

Part IV-1: St. Michael School Assessment Results in Reading and Mathematics

St. Michael School administered the Tenth Edition of the Stanford Achievement Test (Stanford 10) to grades Kindergarten through 8th in September 2005. During the same time, the Otis-Lennon School Ability Test (OLSAT) was administered in second and sixth grades.

The Diocese of Victoria chose the norm-referenced Stanford 10 to measure the performance of diocesan students and grade-level groups as compared to students in the same grade level across the nation. The OLSAT was chosen to measure a student's ability against his or her own achievement level.

In the mathematics portion of the Stanford 10, which includes the two major sections, Mathematical Problem Solving and Mathematical Procedures, St. Michael's eighth grade students scored better than 89.0% of all students in the nation. This score is well above the 78.0% standard set by the U.S. Department of Education as being rated a top ten percent (10.0%) school in the nation mathematically. In fact, this eighth grade class has consistently scored very high in Total Mathematics over the past five years with National Percentiles of 77.0% in 2004, 86.0% in 2003, 91.0% in 2002, 88.0% in 2001, and 91.0% in 2000. Additionally, the data revealed that out of 18 specific content and skill sets in the mathematics section of the Stanford 10, St. Michael's eighth grade students scored in the average and above average range in 15 sets. Assessment data also revealed that students in grades two, six, and seven also performed in the top ten percent (10.0%) nationally, with students in grades three and four within four and three percentage points, respectively, from being rated top ten percent (10.0%).

Schoolwide, the Stanford 10 assessment data demonstrates that the math program is making significant progress in that scaled scores are progressively higher from kindergarten through eighth grade.

Reading scores on the Stanford 10 also show St. Michael students in the top ten percent (10.0%) in the nation. Students in the eighth grade scored above 74.0% of all students who took the Stanford 10 nationally. Grades one and seven also performed in the top ten percent (10.0%) nationally, with students in grades two and six being within two and four percentage points, respectively, from being rated top ten percent (10.0%).

Schoolwide, the reading subsets on the Stanford 10 also show scaled scores progressively increasing from kindergarten through eighth grade. In analyzing the subtests in Reading Vocabulary, with the exception of one subset, Multiple Meaning Words, in each grade from two through eight, 90.0% of all students scored in the average or above average range. In Reading Comprehension, grades two and seven had 90.0% of all students scoring in the average or above average range in every subset, with grades three, four, and six students scoring in the 90.0% range in seven of nine subsets.

PART IV-2: The Use of Assessment Data to Understand and Improve Student and School Performance

After the Stanford Achievement Test was administered in September, the data were used in four diagnostic ways. The first was to determine strengths and weaknesses in content area clusters in order to align the curriculum to meet the needs of students. This is accomplished by having each teacher complete a Class Performance Standards Chart.

The teacher checks “below average” clusters for each student. If a pattern of check marks appears across a particular cluster, teachers can immediately identify this cluster as an area of concern. Additionally, a schoolwide benchmark is set to identify a percentage of “below average” students, indicating that a cluster should be targeted for alignment.

The second use of assessment data is to track the progress of individual students in a longitudinal study, using scaled scores (a mathematical transformation of a raw score). Individual Scaled Score Performance Charts are maintained on students in every subset cluster. Each student’s progress is monitored through the eighth grade as indicated by the scaled scores.

The third use of assessment data is to identify students who show a propensity for advanced material. Students are selected for advanced math and reading classes and for placement in the Renaissance Accelerated Math, Reading and Vocabulary computer programs by the use of this data.

The fourth use of assessment data is as an indicator that additional testing through the County Cooperative Testing Program may be needed to determine if learning disabilities exist. Prescription Learning and Title I students are also identified using this data.

Part IV-3: The Communication of Student Performance to Parents, Students and the Community

St. Michael School was founded to assist parents in the education and spiritual formation of their children in a genuine spirit of Christian love and responsible freedom. Communication of student performance, therefore, is crucial in living out this philosophy.

Subject area objectives and expectations are communicated to parents at “Meet the Teacher Night” at the beginning of the school year. Quarterly report cards are sent to parents at the end of each nine-week period with progress reports issued in the middle of each grading period. Stanford Achievement Test results are given to parents with the first report card along with a letter from the principal explaining the results. Data are reported to and interpreted for parents through parent-teacher conferences twice a year. Personal notes, phone calls, website postings and individual conferences also are used. High honor roll and honor roll students in grades 4-8 are recognized in the local newspaper. The Houston Astros Straight A program honors high achievers in grades 6-8. School news is also disseminated to each family through a monthly newsletter.

Students at St. Michael School enjoy exceptional community attention for achievement in local diocesan academic fairs and statewide recognition for placing 1st, 2nd or 3rd over the past five years in the highly competitive Private Schools Interscholastic Association state competition. Some of the other programs students are involved in that stimulate public recognition are as follows: Book It!, *National Geographic* Geography Bee, *Readers’ Digest* Word Challenge, Colorado County Academic Rodeo (champions the last two years), *Victoria Advocate* Junior Knowledge Bowl (placed 4th out of 36 area schools), *Houston Chronicle* Spelling Bee, WordMasters, Catholic Daughters of the Americas Essay and Art Contest, Colorado Soil and Water Conservation District Poster and Essay Contest, Veterans of Foreign Wars Patriot’s Pen Essay Contest, and the Duke University Talent Search.

Part IV-4: How St. Michael Shares Its Success with Other Schools

The principal of St. Michael School keeps current with local, state, and national issues affecting education by attending monthly Diocesan Administrators' meetings. The Diocese of Victoria also sponsors an annual Catholic School Seminar in which administrators, faculty, and staff may share accomplishments. The principal, along with several faculty members, attends state conferences as well as the national conference hosted annually by the National Catholic Educational Association.

St. Michael's website, www.smsweimar.org, easily accessible by the public, contains information concerning the operation of the school as well as individual classrooms. A link to the principal's e-mail is available at this site. The principal is present at community activities, communicates with various community and corporate organizations, and is an active board member of SWIFT (Schulenburg and Weimar in Force Together), whose goal is to recognize the needs of the two communities and to set up programs to alleviate these needs.

The local newspaper, *The Weimar Mercury*, and the Diocese of Victoria newspaper, *The Lighthouse*, are other avenues in which St. Michael shares its successes. St. Michael provides an article to *The Lighthouse* annually during national Catholic Schools Week which highlights the school's accomplishments during the past year.

The "Lomodong Jar" is an opportunity to share the school's spiritual message globally. The students of St. Michael School have adopted a handicapped student in Kenya and contribute funds to help pay for his clothing, books, school supplies, and medications.

Finally, the students, faculty, and parents are excellent spokespersons for the school. They take great pride in working hard to represent the school at local and state competitions and activities.

CURRICULUM AND INSTRUCTION

Part V-1: St. Michael School Curriculum

Curriculum design for St. Michael School has the goals of the Texas Catholic Conference Education Department as its basic framework. The educational process develops student proficiency in skills that foster the ability to think critically and communicate effectively. Through the Diocese of Victoria, St. Michael's curriculum provides instruction which ensures effective scope and sequencing of educational objectives within each subject area.

The Mathematics curriculum in Pre-K4 through eighth grade utilizes the Saxon Mathematics/Algebra Series. Stressing the mastery of mathematical concepts through long-term practice, students develop successful problem-solving skills as evidenced by high SAT 10 scores (89.0% in grade eight) and success in local and state academic fairs. Additionally, every advanced eighth grade student who has taken Algebra I at St. Michael School has been granted high school credit for the course. The Renaissance Accelerated Math program is available to all students.

The Science curriculum includes hand-on activities from life, earth and physical science. The goal of this program is to help the student apply the skills of scientific inquiry in order to become scientifically and technologically literate. Students in the seventh and eighth grades participate in "ECyber Mission," a national program sponsored by the U.S. Army whereby students identify a problem in their community, formulate a hypothesis, conduct research, experiment, and submit their project, via computer, to the Army.

The Social Studies curriculum prepares students to take an active role in our democracy by studying the political systems as outlined in their textbooks as well as in current events. Every student from first through eighth grade learns the "Presidents' Song," which lists all U.S. presidents in order. Every student in grades four through eight identifies all fifty states and their capitals on a map.

The Religion curriculum inspires the students to live their religion through daily prayer, attendance at Mass, special devotions, service, and their relationships with others. Through the study of Scripture, sacraments, prayer, family life and morality, the students are equipped to be leaders in the Church and witnesses to the Gospel, and to develop a personal relationship with Jesus.

The focus of **the Spanish curriculum**, presented three times a week throughout the year to grades six through eight, is to develop skills in basic structures, expressions, vocabulary and grammar while becoming familiar with Mexican culture. Students in the lower grades work toward language proficiency in Spanish through kits and video programs.

The Fine Arts program includes Speech, which is taught weekly in grades five through eight. Students in first through eighth grades participate in PSIA competition in Storytelling, Prose and Poetry Interpretation, Impromptu or Modern Oratory. Special Choir/ Tone Chime Choir is offered to all students in grades three through eight. All students presently in grades four through eight are members of the St. Michael School Band. The Christmas pageant, involving the entire school, is presented twice each year for standing-room-only crowds comprising the Weimar community. Easter and Veterans' Day programs also draw large community crowds. Art is taught weekly in all grades. Students participate in various poster contests, and students in the upper grades study still-life drawing.

Physical Education classes are held daily for students in grades Pre-K4 through four and at least twice each week for grades five through eight. Students in grades one through eight participate in the Presidential Physical Fitness Program, and students age eight and above in the Punt, Pass, and Kick competition. Middle school students may participate in football, volleyball, basketball, soccer, track, and softball in addition to their regular Physical Education program.

The Technology curriculum offers proficiency in keyboarding and computer literacy as well as application, using critical thinking skills and problem solving.

Part V-2: St. Michael School Reading Curriculum

The reading program at St. Michael School promotes phonics and provides students the skills necessary to read fluently and with good understanding. Pre-K4 through third grade use the Saxon Phonics program, in conjunction with integrated language arts, to allow students to develop proper writing, grammar, and spelling skills. Grades one through six use the integrated language arts approach because it emphasizes the writing process as well as focusing on spelling rules, proper grammar, mechanics and usage. Because it gives students the opportunity for total language growth, the school faculty selected a series that makes connections between and across subject areas. Reading selections offer activities that tie in with the core curriculum areas and with art, music, physical education and health. A Vocabulary Workshop program was adopted in grades two through eight when vocabulary and spelling skills were perceived by the faculty to be low. The Sadlier series is based on the latest research in the areas of vocabulary development and vocabulary skills. To enhance the vocabulary program, students also participate in WordMasters and the *Readers' Digest* Word Power Challenge. The Renaissance Accelerated Reading program encourages reading at all levels by rewarding students for books read. Library periods are scheduled weekly for each class, where students receive instruction on library use and may check out books from the 7640-volume library. Silent reading is practiced daily in class, and book reports are required in all grades.

Part V-3: St. Michael School Religion Curriculum

The philosophy of St. Michael School states, “St. Michael School, through daily religious instruction, the liturgy, and the sacraments, strives to provide opportunities and challenges for the development of well-integrated spiritual values.” The religion curriculum’s positive approach to living out the Gospel fosters and promotes high expectations of witnessing gospel values and virtues throughout the school as well as the community. Students are reminded about being friendly, respectful, responsible and Christlike as they recite the Mission Statement during morning prayers. Basic elements of respect such as greeting each other, answering adults with “Yes, Ma’am” and “No, Sir,” having older students helping younger students, and putting special emphasis on tolerance are expectations of all members of the school family. Students honor their parents, grandparents, and other supporters of the school at special events including Thanksgiving Share-A-Meal and Catholic Schools Week.

Responsibility is demonstrated by the students’ living their faith through service projects. A minimum of fifteen service hours is required of all eighth graders. The older students help at local Knights of Columbus and Catholic Daughters functions, lector, sing, and serve at liturgical celebrations. They also help supervise younger students at school Masses, clean cafeteria tables after lunch, and keep the school grounds free of litter. Students visit the local nursing centers, join the residents at Mass, and present programs throughout the year. The entire school conducts a food drive at the annual Thanksgiving Mass in order to make Christmas baskets for the needy of the community. During Lent, a collection is taken up each week at Mass to help support a medical mission in Kenya, Africa. During this school year, several classes held fundraisers for hurricane victims.

A Family Life unit is taught in grades one through eight each year to complement the religion program.

Part V-4: St. Michael School’s Instructional Methods to Improve Student Learning

Renowned Learning Style consultant, Dr. Rita Dunn, speaking to the faculty of St. Michael School, said “The philosophy of ‘one size fits all’ education is damaging to children whose learning styles do not respond well to it.” Since St. Michael School goals reflect the sacredness of individuality, teachers could

easily transfer Dr. Dunn's pedagogy into the classroom. Manipulatives are used extensively with the math, phonics, and science programs to accommodate students who are kinesthetic and/or tactile learners. Similarly, creative presentations such as book reports written as T.V. ads or rap songs, and lessons acted out as skits, are used frequently. Power point presentations are prepared and presented by all fifth through eighth graders to motivate visual learners. Peer tutoring, group projects, cooperative learning, and individual computer research are methods of instruction utilized in all subject areas to encourage different learning styles.

Prescription Learning and other computer programs, as well as one-on-one and small-group instruction are provided by the Title I teacher aide for students in grades one through eight who score 35% or below on the Math or Reading section of the SAT test or who are experiencing difficulty with math and/or reading.

Gifted and Talented students are advanced to higher levels of Mathematics and Reading as indicated by SAT scores and on recommendations of teachers.

Numerous field trips enhance the curriculum at each grade level. For example, grades one through four and seven visit area and state historical sights. Grade five attends Farm Safety Day, and grade six visits the local power plant. Eighth graders take a four-day tour of Washington, D.C.

Part V-5: St. Michael School Professional Development Program

Professional development at St. Michael School is recognized as an essential component in fostering the instructional expertise of the faculty. The minimum requirement of eight hours of professional growth per year is required of every faculty member, but most teachers exceed this requirement. The Pre-K4 teacher has recently been trained in Zoo Phonics through Region III Education Service Center, and the science teacher was awarded a grant through the University of Houston to participate in the workshop, "Science for Middle School Teachers – Investigating-Inquiry-Based Science Education..." Other teachers participate in Region III Education Service Center workshops offered throughout the year and other inservices offered by the diocese.

The highlight of professional development for St. Michael School was to invite nationally renowned Learning Style specialist, Dr. Rita Dunn, to present a workshop on "Teaching and Learning Styles" to the faculty of St. Michael and other invited educational personnel. The insight into learning style theory proved invaluable in the classroom.

Since St. Michael School is located in a rural area, teachers are encouraged to attend local, state and national conventions to ensure that St. Michael School continues to maintain a perspective that is reflective of global education innovations. In 2005, three teachers attended the National Catholic Educational Association (NCEA) convention in Philadelphia, and this April, nine faculty members will attend the NCEA convention in Atlanta. The computer technologist attends the Texas State Technology convention.

Because St. Michael School has several students with Attention Deficit Disorder (ADD) and diabetes, a workshop on ADD was conducted by a local doctor, while a nurse who specializes in diabetes spoke on behalf of students with diabetes.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): National Catholic Educators Association
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$ 1650.00</u> K	<u>\$1650.00</u> 1 st	<u>\$1650.00</u> 2 nd	<u>\$1650.00</u> 3 rd	<u>\$1650.00</u> 4 th	<u>\$1650.00</u> 5 th
<u>\$1650.00</u> 6 th	<u>\$1650.00</u> 7 th	<u>\$1650.00</u> 8 th	<u>\$</u> 9 th	<u>\$</u> 10 th	<u>\$</u> 11 th
<u>\$</u> 12 th	<u>\$</u> Other				

4. What is the educational cost per student? \$3052.00
(School budget divided by enrollment)

5. What is the average financial aid per student? \$1402.00

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2.0 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 10.0 %

PART VII – ASSESSMENT RESULTS

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS With Subgroups

St. Michael School

Stanford Achievement Test
10th Edition
Harcourt Publishing

Scores are reported here as percentiles.
No students are excluded from the test.

	2005-06	2004-05	2003-04
Testing Month	September	September	September
Grade 8			
Reading	74	64	61
Mathematics	89	76	73
Number of students tested	15	16	18
Percent of total students tested	100	100	98
Number of students excluded	0	0	1
Percent of total students excluded	0	0	2
SUBGROUP SCORES			
Hispanic students			
Reading	60	44	46
Mathematics	75	55	58
Number of students tested	4	5	4
Economically Disadvantaged			
Reading	39	45	32
Mathematics	70	56	46
Number of students tested	2	2	2
Grade 7			
Reading	78	70	68
Mathematics	89	77	81
Number of students tested	12	13	12
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of total students excluded	0	0	0
SUBGROUP SCORES			
Hispanic students			
Reading	83	87	74
Mathematics	90	97	87
Number of students tested	1	1	1
Economically Disadvantaged			
Reading	85	71	60
Mathematics	81	77	66
Number of students tested	1	1	2

	2005-06	2004-05	2003-04
Testing Month	September	September	September
Grade 6			
Reading	74	83	73
Mathematics	86	86	78
Number of students tested	18	17	21
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of total students excluded	0	0	0
SUBGROUP SCORES			
Hispanic students			
Reading	58	63	57
Mathematics	70	70	70
Number of students tested	3	3	3
Economically Disadvantaged			
Reading	50	46	41
Mathematics	56	58	63
Number of students tested	2	2	2
Grade 5			
Reading	63	56	59
Mathematics	61	58	49
Number of students tested	9	9	9
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of total students excluded	0	0	0
SUBGROUP SCORES			
Hispanic students			
Reading	69	68	NA
Mathematics	69	85	NA
Number of students tested	1	1	0
Economically Disadvantaged			
Reading	54	47	52
Mathematics	30	37	18
Number of students tested	2	3	3
Grade 4			
Reading	66	63	73
Mathematics	76	71	81
Number of students tested	12	11	11
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of total students excluded	0	0	0
SUBGROUP SCORES			
Hispanic students			
Reading	59	48	70
Mathematics	70	86	75
Number of students tested	3	1	1
Economically Disadvantaged			
Reading	48	47	47
Mathematics	59	52	66
Number of students tested	4	3	3

	2005-06	2004-05	2003-04
Testing Month	September	September	September
Grade 3			
Reading	57	64	67
Mathematics	67	68	66
Number of students tested	13	11	9
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of total students excluded	0	0	0
SUBGROUP SCORES			
Hispanic students			
Reading	41	50	21
Mathematics	52	60	32
Number of students tested	4	3	2
Economically Disadvantaged			
Reading	35	49	38
Mathematics	46	59	44
Number of students tested	3	2	3
Grade 2			
Reading	65	62	51
Mathematics	83	74	57
Number of students tested	12	12	14
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of total students excluded	0	0	0
SUBGROUP SCORES			
Hispanic students			
Reading	88	38	25
Mathematics	50	28	37
Number of students tested	1	1	1
Economically Disadvantaged			
Reading	88	38	25
Mathematics	50	28	37
Number of students tested	1	1	1
Grade 1			
Reading	72	61	
Mathematics	61	49	
Number of students tested	24	22	
Percent of total students tested	100	100	
Number of students excluded	0	0	
Percent of total students excluded	0	0	
SUBGROUP SCORES			
Hispanic students			
Reading	61	54	
Mathematics	49	32	
Number of students tested	5	2	
Economically Disadvantaged			
Reading	46	4	
Mathematics	23	16	
Number of students tested	2	1	

	2005-06	2004-05	2003-04
Testing Month	September	September	September
Kindergarten			
Reading	56		
Mathematics	42		
Number of students tested	16		
Percent of total students tested	100		
Number of students excluded	0		
Percent of total students excluded	0		
SUBGROUP SCORES			
Hispanic students			
Reading	37		
Mathematics	75		
Number of students tested	1		
Economically Disadvantaged			
Reading	NA		
Mathematics	4		
Number of students tested	1		



Group Report I CAROLINE BROHMANN

National Comparison

SCHOOL: ST MICHAEL SCH-WEIMA
DISTRICT: DIOCESE OF VICTORIA

GRADE: 08
TEST DATE: 09/05

About This Group's Performance:

This group recently took the *Stanford Achievement Test, Tenth Edition* (Stanford 10). This test is one measure of their achievement. This report describes the performance of the typical student in this group compared to students in the same grade across the nation. The Battery scores provide an overall indication of this group's performance. The typical student in this group scored in the middle range for the grade, which means that group performance was Average. The chart below shows this group's performance in each subject area tested.

Subject and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual P-R-S	Catholic P-R-S	Local P-R-S	National Grade Percentile Ranks
Total Reading	15	65.8	700	74-6	55-5	50-5	1
Reading Vocabulary	15	25.4	723	77-7	60-6	57-5	1
Reading Comprehension	15	40.4	693	71-6	52-5	49-5	1
Total Mathematics	15	61.9	731	89-8	84-7	76-6	1
Mathematics Problem Solving	15	35.9	723	86-7	80-7	75-6	1
Mathematics Procedures	15	26.1	742	89-8	86-7	77-7	1
Language	15	38.1	685	71-6	47-5	39-4	1
Language Mechanics	15	17.8	675	60-6	39-4	29-4	1
Language Expression	15	20.3	698	76-6	55-5	51-5	1
Spelling	15	29.6	686	68-6	52-5	49-5	1
Science	15	29.6	689	78-7	67-6	57-5	1
Social Science	15	25.1	678	66-6	54-5	51-5	1
Listening	15	144.5	674	69-6	51-5	44-5	1
Thinking Skills	15	224.4	697	82-7	70-6	63-6	1
Basic Battery	15	279.1	NA	76-6	62-6	56-5	1
Complete Battery	15	279.1	NA	76-6	62-6	56-5	1

Clusters	Number of Items	Percent in Each		Clusters	Number of Items	Percent in Each		Clusters	Number of Items	Percent in Each	
		Below Avg	Above Avg			Below Avg	Above Avg			Below Avg	Above Avg
C Reading Vocabulary	30	0	60	C Mathematics Procedures (cont.)	4	13	53	C Social Science	40	0	67
C Synonyms	12	0	47	C Computation with Integers	16	0	20	C History	10	13	73
C Multiple Meaning Words	9	0	53	C Computation in Context	16	0	40	C Geography	10	7	53
C Context Clues	0	60	40	C Computational/Symbolic Notation	17	0	80	C Political Science	10	13	63
C Thinking Skills	18	0	47	C Thinking Skills	24	0	27	C Economics	10	0	27
C Reading Comprehension	53	0	53	C Language Mechanics	8	0	80	C App. of Knowledge/Comp.	12	13	60
C Literary Comprehension	7	0	60	C Capitalization	8	13	80	C Org. Summ. & Interp. of Info.	12	0	60
C Informational	18	0	60	C Punctuation	8	0	40	C Determination of Cause/Effect	12	23	40
C Functional	18	0	47	C Paragraph	8	20	33	C Vocabulary	21	13	53
C Initial Understanding	12	0	80	C Language Expression	10	0	33	C Listening	21	13	53
C Interpretation	20	0	60	C Sentence Structure	10	0	33	C Reading Vocabulary	30	13	53
C Critical Analysis	12	0	33	C Pivoting	5	0	67	C Comprehension	10	13	47
C Strategies	10	0	27	C Content and Organization	9	0	40	C Initial Understanding	8	7	53
P Mathematics Problem Solving	42	13	0	C Spelling	12	7	53	C Interpretation	12	0	47
P Thinking Skills	42	0	47	C Pronetic Principles	12	0	40	C Analysis	7	13	67
C Math. Concepts	33	0	67	C Structural Principles	12	7	60	C Strategies	3	7	47
C Patterns/Relationships/Algebra	9	0	47	C Homophones	6	0	40	C Literary	10	7	47
C Data, Statistics & Probability	9	0	53	C Science	6	0	80	C Interrelational/Functional Skills	10	7	60
C Geometry & Measurement	9	0	27	C Homographs	6	0	40	C Thinking Skills	13	7	40
C Communication & Representation	12	0	73	C Life	40	0	60	C Thinking Skills	13	13	40
P Estimation	8	0	40	C Physical	11	7	53	C Thinking Skills	13	0	47
P Mathematical Connections	20	0	60	C Earth	11	7	60		183	0	53
P Reasoning & Problem Solving	13	0	47	C Nature of Science	11	0	33				
P Thinking Skills Procedures	41	0	27	C Modes	14	0	60				
C Computation with Multiple Numbers	32	0	40	C Consistency	13	0	47				
C Computation with Decimals	20	0	60	C Form & Function	13	0	73				
C Computation with Fractions	10	0	80	C Thinking Skills	20	0	80				
C	14	0	33								

STANFORD LEVEL/FORM: ADVANCED 1/A
2002 NORMS - Fall Catholic
C = Content Cluster P = Process Cluster
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