

2006-2007 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 Mrs. Kathy Clark
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Pius X Catholic School
(As it should appear in the official records)

School Mailing Address 737 St. Pius Dr.
(If address is P.O. Box, also include street address.)

Corpus Christi Texas 78412-3049
City State Zip Code+4 (9 digits total)

County Nueces State School Code Number* NA

Telephone (361) 992-1343 Fax (361) 992-0329

Web site/URL www.stpiusxschoolcc.org E-mail kclark@stpiusxschoolcc.org

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

Date 12-18-2006

(Principal's Signature)

Name of Superintendent* Mr. Rene Gonzalez
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Corpus Christi Tel. (361) 882-6191

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.

Date 12-18-2006

(Superintendent's Signature)

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

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.

Date 12-18-2006

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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
 _____ N/A TOTAL

2. District Per Pupil Expenditure: N/A
 Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

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

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 3.5 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	17	16	33	7			
K	18	6	24	8			
1	14	10	24	9			
2	11	13	24	10			
3	17	7	24	11			
4	13	11	24	12			
5	7	10	17	Other			
6	13	5	18				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							188

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

6. Racial/ethnic composition of the school:
- | | |
|-------------|----------------------------------|
| 48 | % White |
| 1 | % Black or African American |
| 50 | % Hispanic or Latino |
| 1 | % Asian/Pacific Islander |
| | % 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: 10 %

[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	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	18
(4)	Total number of students in the school as of October 1	173
(5)	Total transferred students in row (3) divided by total students in row (4)	.10
(6)	Amount in row (5) multiplied by 100	10

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

Number of languages represented: N/A
 Specify languages:

9. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 22

Although the school does not participate in the federally supported lunch program, it did use the 2006-2007 income eligibility guidelines to determine eligibility for federal Title I, Part A programs.

10. Students receiving special education services: 0 %
0 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> </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

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>2</u>
Special resource teachers/specialists	<u>0</u>	<u> </u>
Paraprofessionals	<u>6</u>	<u> </u>
Support staff	<u>5</u>	<u> </u>
Total number	<u>22</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	98%	98%	98%	99%	99%
Daily teacher attendance	98%	97%	96%	92%	97%
Teacher turnover rate	17%	8%	17%	17%	8%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

St. Pius X Catholic School, located in Corpus Christi, Texas, is certainly the good news in education. It has been providing students with an excellent Catholic education for forty years. Established in 1966 as a parish school within the Diocese of Corpus Christi, St. Pius X Catholic School is accredited by the Texas Catholic Conference Education Department by the authority of the Texas Education Association. The school serves 188 students in grades PK-3 through 6th grade. The mission of the school is to provide life-long learning in core values of academic, moral, spiritual and physical development in a Catholic environment. Its mission is accomplished in a variety of ways.

Being a Catholic school, religion is of utmost importance and is the underlying force that drives the curriculum, influencing all decisions that are made. Students thrive and succeed in a learning environment that fosters respect, honor and responsibility. Daily religion classes and weekly Mass attendance promote the spiritual growth and development of all students. Perhaps the most outstanding feature of the school is the Catechesis of the Good Shepherd program, a hands-on approach of teaching children about the life and teachings of Jesus Christ. Students practice their faith by collecting food and clothing for the less fortunate in the community, writing cards to the sick and shut-ins of the parish, and collecting backpacks for a local shelter that transitions children into foster care from abused homes. They also raise several thousand dollars yearly for St. Jude's Children's Hospital.

The academic curriculum of the school provides a strong foundation in reading and math as witnessed in its standardized test scores. Accelerated Reading and Accelerated Math programs are utilized to supplement the curriculum and provide teachers with a way to monitor student achievement. Science and Social Studies are emphasized in all grades and students are encouraged to compete in science fairs and U.I.L. events. Field trips to a nearby public school planetarium, a hawk-watch at a nearby park, as well as out-of-town trips to the mission in Goliad, the Alamo and Institute of Texas Cultures in San Antonio, make learning about nature and history fun and interesting for students and also broaden their knowledge. Spanish is taught weekly in all classrooms, as is art and music. The school's physical education program teaches students about the importance of having a healthy body as well as a healthy mind.

At St. Pius X Catholic School, technology is utilized to support instruction and is integrated into the curriculum in all subjects. Computer applications are provided for students via the use of a mobile computer lab. Technology also allows for daily-televised morning announcements where students operate the camera equipment and serve as co-anchors to the principal.

Extra-curricular activities enable students to become well-rounded individuals by being involved in various after-school activities. School spirit is fostered in fourth, fifth and sixth grade students who are able to participate in organized sports such as basketball, volleyball, track and golf. Leadership skills are enhanced through participation in Student Council, Boy Scouts and Girl Scouts. Available to all students are chess instruction, choir, dance and piano lessons that help them develop lifelong skills of self-discipline and self-worthiness. On the spiritual side, students can serve as altar servers, lectors, cantors and choir members in Church.

St. Pius X Catholic School is fortunate to have strong parental support and involvement. There is an active parent / teacher association that raises money for the school several times a year, as well as a Grandparents' Circle of Prayer, a group that meets after Mass on Fridays and prays for the needs of the school and students. Supportive parents, combined with a strong, comprehensive curriculum and competent, caring teachers, are the reasons that St. Pius X Catholic School is the good news in education.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

St. Pius X Catholic School uses the Metropolitan Achievement Test, 8th Edition, to assess students in grades one through six in September of each year. This is a norm-referenced test that compares students' scores to the scores of all the students in the nation who take this test at the same time of year. The results are used for diagnostic purposes to identify strengths and weaknesses of individual students, grade levels and the school as a whole. St. Pius X Catholic School students perform well on the test compared to other students in the Diocese of Corpus Christi and the nation. What's even more promising and exciting is that these students have made a steady improvement over the past three years in reading and math.

The test is administered to all (100%) of the students in grades one through six. There are no special accommodations given to any students. Since the test is given in mid-September, students are required to recall knowledge gained the prior school year. In spite of having had a summer break of two months and having been in school only six weeks at the time of the test, SPX students did exceptionally well this year. The school, as a whole, scored an average of 82% in reading and 76% in math. The student percentile equivalent for 90% school percentile is 77% for reading and 76% for math.

The scores of the 18 exiting sixth graders are the ones that qualified St. Pius X Catholic School to apply for the NCLB Blue Ribbon School program. Their grades were 87% in reading and 84% in math. There is little disparity between subgroups. The 7 Hispanic students scored 85% in reading and 82% in math, while the 11 white / non-Hispanic students scored 83% in reading and 77% in math. The class has shown a steady, consistent growth in the past three years. In 2005, these students, as fifth graders, scored 86% in reading and 79% in math. In 2004, as fourth graders, they scored 78% in reading and 72% in math. This a result of hard work on behalf of the students, support and encouragement from parents, and improvements made to the math program.

2. Using Assessment Results

One advantage of assessing the students with the MAT 8 in September is the ability to get the results back in mid-October. This enables the principal and teaching staff to interpret the results and disaggregate the scores of individual students, as well as whole classes, early in the year. Once the strengths and weaknesses are determined, instructional programs and strategies that will impact student achievement are put into place.

Teachers work together to complete cumulative charts that show yearly progress of each student. Scaled scores, rather than percentiles, are recorded on each individual student's chart, since these scores are better indicators of growth from year to year. Percentile scores are used to determine which students need extra help. For instance, if a student scores below 40% in reading or math, he/she is placed in the tutorial program. Since the results of each subject are broken down by objectives, the tutors are able to use this information to individualize tutoring instruction according to each student's needs. One-on-one or small group tutoring during the school day has been determined to be beneficial for these students.

On a broader scale, the assessment results of all of the Diocesan schools in Corpus Christi are used to determine strengths and weaknesses of Diocesan curriculum that is currently in place. Using last year's results, a committee of principals was formed to identify areas of weakness in our math curriculum. Each principal selected a grade level and met with teachers in that particular grade level across the Diocese. Successful instructional strategies were shared and suggestions for improvement were recorded and taken back to the committee. As a result of this, new timelines for teaching math were created and are now being used in the Diocesan schools.

3. Communicating Assessment Results

Good communication is a valuable tool for any school to have. St. Pius X Catholic School communicates well with students, parents and parishioners. The principal's weekly newsletter, sent home on Mondays, contains newsworthy information and reminders of upcoming events. It also highlights the successes of students, athletic teams, clubs and groups. A weekly column written by the principal is placed in the weekly church bulletin to inform and keep parishioners abreast of the activities in the school. The school's web site is another method of communication. Each teacher, including the librarian and P.E. coach, has a web page that is updated weekly with homework, class activities and pictures. The monthly calendar and the weekly newsletter are also posted on the web site, as well as information about the school, the registration process and the parent handbook.

When the MAT 8 results are received in October, they are shared with parents, Advisory Council members and the Pastor. Parents are encouraged to meet individually with their child's teacher to review the test results and the teacher's prescriptive for success for their child. Teachers also conduct parent conferences twice a year to update parents on their child's progress. In addition to this, progress reports are issued mid-quarter four times a year so that parents can get a better idea of how their student is performing before quarterly report cards are issued.

Teachers also communicate with parents at the Open House that is held at the beginning of school, and via email, their class webpage, weekly letters and phone calls. Parents are encouraged to meet with teachers in person whenever they have individual concerns or need information. The principal is always available to meet with parents to discuss ideas or suggestions for improvement. Open communication is one of the many reasons that St. Pius X Catholic School has been successfully educating children for the past forty years.

4. Sharing Success

St. Pius X Catholic School would be remiss if it did not share its successes with other Diocesan schools, the parish and the community. There are many ways that this is accomplished. At monthly principal meetings, principals are provided the opportunity to share ideas, strategies, and programs that are successful at their campuses. Teachers from Diocesan schools visit each other's classrooms to observe lessons and to share units and good practices. Students from the local college and university visit SPX early childhood classrooms to gain ideas and information on how to successfully set up center-based classrooms. The kindergarten teacher at St. Pius X Catholic School teaches an early childhood class for education students at the university each summer, where she shares her wealth of knowledge about developmentally-appropriate curriculum for three, four and five-year-old children.

Other ways that successes are shared are through the school website, the church bulletin, the Diocesan newspaper and local television stations. The school website and weekly newsletter are sounding boards for touting exceptional things about the school, such as its Manner of the Month program, Blue Jay of the Day, and Student of the Week. Motivating the development of good manners, the Manner of the Month program rewards students with a bimonthly lunch date with the principal at a local restaurant. The Blue Jay of the Day spotlights one student per day who has exhibited good citizenship. A description of the student is read on morning announcements and the student is presented with a special book, certificate, a Blue Jay cookie, and a special badge to wear for the day. Parents are invited to share this success with their child by being present for the event. Student of the Week highlights one student per classroom, letting the class, school and neighborhood know about the student's special qualities. Students are given a sign to place in their yard. When students win trophies and medals at academic competitions such as U.I.L. and science fairs, they are presented with their awards at assemblies in front of their parents and peers. Successes, both large and small are shared to the fullest extent possible.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

St. Pius X Catholic School utilizes the objectives of the Diocesan Curriculum Guides that are based on the Texas Essential Knowledge and Skills (TEKS). The teaching staff implements the objectives based on the needs of the students. Textbooks are mainly used to teach content; however, they are just one of the resources used by teachers. Since many times the content goes above and beyond the objectives indicated for each grade level, teachers often use a variety of resources and teaching strategies to ensure that learning is successful.

Religion is one of the areas where learning takes place beyond the textbook. St. Pius X Catholic School is fortunate to have the Catechesis of the Good Shepherd program, a hands-on Montessori-based program that teaches students all about the Jesus the Good Shepherd, as well as basic tenets of the Catholic faith. The students' faith is put into action daily through prayer, worship, and participation in community service projects that benefit the poor.

Language Arts is an area of the curriculum where much emphasis is placed, especially in the early childhood and primary grades. Three-year-olds entering the school for the first time are immediately exposed to sounds, letters and numbers. It is not long before they are learning to recognize and spell simple one-syllable words and count to ten. Phonics instruction, exposure to quality literature, vocabulary development and comprehension provide the foundation for a child's ability to read and write.

Science instruction includes areas of physical, earth and life science. Students are exposed to concepts of inquiry, analysis, problem solving, and the scientific method beginning in first grade. Students perform class experiments and use microscopes to study cells of plant and animal matter. Students in K-5 through 6th grade participate in Diocesan and Coastal Bend Science Fairs.

The **Social Studies** curriculum incorporates a wide spectrum of learning about civilizations, cultures, history, geography, map skills and government, including local, state and nation. Out-of-town field trips to historical sites such as Goliad and the Alamo in San Antonio further students' knowledge and appreciation of Texas. Current events are discussed weekly in the upper grades, and mock elections are held during presidential election years. Patriotism, global awareness and responsibilities of American citizenship are all promoted within the curriculum.

Spanish, Music and Art instruction are provided to all grade levels on a weekly basis. Early childhood students learn basic Spanish words such as days of the week, months of the year, colors numbers and songs. Students in the upper grades are taught to read, write and speak Spanish by a Spanish teacher. Students learn liturgical music from the parish music director. Art classes this year will feature the addition of a video-based art program that teaches students all the various components of art.

Students in grades one through six are provided with laptop computers from our mobile computer lab for weekly **Computer Classes**. Students use networked classroom computers to access the Internet, do writing assignments, take Star Reading and Math tests, as well as Accelerated Reader and Math tests.

Physical Education classes that promote physical fitness, proper nutrition and exercise are provided daily to students in K-4 through 6th grade. Skills and rules for playing various sports are included in the instruction that also emphasizes the importance of good sportsmanship. The CATCH program is used to encourage healthy lifestyles for students, parents and staff members.

2a. Reading (elementary)

Learning to read and comprehend are the most important skills a child learns in school. Reading is essential to the acquisition of knowledge in all other subjects, including math. Therefore, a school's approach to teaching reading must fit the needs of its students. At St. Pius X Catholic School, teachers use a combination of strategies in the early childhood classes that lay the foundation for reading. Early on, students in the three-year-old class learn letter, sound and word recognition through a variety of experiences that include literature, songs, and games. Various computer programs that engage young minds are used in centers. The children are read to daily, both in the classroom and in the library. Phonics instruction revolves around the child's readiness to learn. By kindergarten, most five-year-olds in this program are reading and decoding words. Phonics instruction continues until third grade.

Teachers in grades one through six use authentic literature as well as the Scott-Foresman basal reading series to teach reading. All students participate in the Accelerated Reader program in order to frequently evaluate their progress and to encourage recreational reading. Meeting the needs of students reading above grade level, St. Pius X Catholic School provides enrichment for first through sixth grade students using a basic curriculum that has been modified to meet their needs. The enrichment teacher uses Weekly Readers and National Geographic Magazines as a supplement to instruction with grades one, two and three, in an attempt to expose students to as much non-fictional material as possible. The enrichment teacher of fourth, fifth and sixth grades uses higher-level thinking activities, including vocabulary enrichment, thinking skills, Literature Circles, varied genres of literature, research and student products. Literature includes Newberry Award novels, biographies, non-fiction materials, newspaper and periodical skills, poetry, science fiction and historical fiction. Students discuss gospel values based on novels being read. Vocabulary enrichment includes studies of new terms, idioms and quotations. Reading response journals and creative written products ensure that writing is an integral part of these classes. The results are seen in students who are avid readers and typically score above the 90% in reading on standardized tests in grades one through six.

3. Mathematics

The mathematics program at St. Pius X Catholic School has undergone evaluation and revision in the past few years in order to better serve the needs of its students. After noting weaknesses in areas of measurement and problem solving, efforts were made to implement new strategies and ways of teaching students. The Accelerated Math program was purchased to supplement instruction, and review of math facts and skills became a part of all grade levels' daily math lessons. Programs such as daily "Mad Minute" drills have made a big difference in our students' ability to recall math facts. Having this skill enables students to solve problems more easily. Second through sixth grade students average their weekly grades using calculators. Teachers also use "Mountain Math" as a daily or weekly review of various math skills. When a skill is taught in isolation, it can be quickly forgotten unless that skill is reviewed and used often. Mountain Math allows for constant review of skills.

Like the reading program, the math program at St. Pius X Catholic School also includes enrichment to meet the needs of students who perform above grade level in math. In addition to using the textbook by Sadlier-Oxford, the enrichment teacher for grades one, two and three utilizes literature to focus on particular skills. For instance, she uses the book Even Steven and Odd Todd, when teaching odd and even skills. This helps students make connections between reading and math and other disciplines such as science and social studies.

All of the changes made to our math program have been worth the effort. St. Pius X Catholic School has witnessed a consistent rise in math scores on standardized tests in the last three years.

4. Instructional Methods

Master teachers use a variety of instructional methods in order to successfully teach children. No one method works for all children because of differences in learning styles and ability levels. At St. Pius X Catholic School, teachers use objectives listed in the Diocesan Curriculum Guides. However, their methods and strategies of teaching the objectives are based on the needs of the children they teach.

The kindergarten teacher uses the Star Early Literacy test to determine the readiness skills of students. Based on the results of these and other tests, students are ability grouped and provided small group instruction that corresponds to their individual needs. With the early childhood and kindergarten students, teachers use manipulatives, music, centers, thematic units, and computer programs to ensure learning for visual, auditory and kinesthetic learners, as well. Calendar Math provides daily review of skills learned. Full-time teacher aides are used in all early childhood classrooms and also first grade. These aides are used to help with small group instruction, and to help the teacher with classroom management. Having the aides reduces the pupil / teacher ratio to approximately 10:1.

Teachers in grades one through six utilize Star Reading and Star Math testing in order to determine math and reading skill levels of students. The testing is done on computers. Students are tested at the beginning, middle and end of the year. The results are used to plan instruction in reading and math. Upper grade teachers also use various instructional methods such as peer editing and writing roulette for writing. They use quality literature, guided reading, and books on tape for reading. Partner work and cooperative groups are utilized to help students solve problems in math and answer comprehension questions in reading. Knowing that students must be taught in the concrete before they can move into the abstract, teachers use manipulatives as much as possible in all grade levels. Mountain Language and Mountain Math programs are used to provide daily/weekly review a multitude of language and math skills. Thematic school-wide units allow for an integrated, interdisciplinary approach to learning that helps children make connections between disciplines such as math, reading, science and social studies. Using the methods of discovery and inquiry in science, students are taught how to investigate and experiment when seeking answers to hypothetical questions. They learn that there are multiple approaches to solving problems. At St. Pius X Catholic School, the teachers' school bags contain many instructional tools.

5. Professional Development

Professional development is an important component of any professional's personal growth whether that person is in business, medicine, finance or any other professional field. It is especially important that a person in education be kept abreast of changes in the educational world because teachers have the most important job in the world, that of educating children. Teachers at St. Pius X Catholic School are required to attend eight hours of professional development and ten hours of spiritual development yearly. Staff development provided by the Diocese at the beginning of school and mid-year accounts for part of this professional development. Other staff development is provided and paid for by the school. Teachers are able to select and attend workshops and conferences based on their particular interest or need.

Professional development at St. Pius X Catholic School has been focused mainly on math and writing for the past several years, since those were the areas of weakness determined by standardized tests. Consultants from the local service center and community college have provided workshops on specific objectives such as measurement in math, and have trained teachers to identify and help students with learning problems such as dyslexia. A writing consultant gave teachers ideas and strategies to use in teaching children to write. As a result, those areas have shown improvement.

Mentoring is another element of professional development. When new teachers are hired, they are assigned a mentor teacher so that they can learn successful teaching methods and strategies, as well as classroom management, from a veteran teacher. Collaboration is also a part of on-going professional development. Teachers learn from each other. Early childhood teachers plan together weekly to share ideas and develop units. This past summer, teachers from various grade levels and schools met and developed math timelines that were shared with all Diocesan teachers.

Advent and Lenten retreats are provided during the year as part of the spiritual development of teachers of St. Pius X Catholic School. The principal meets with teachers and staff members daily for morning reflection and prayer to ensure that all start off the day in the right frame of mind. It takes a tremendous amount of fortitude and patience to be a successful teacher. Fortified with both professional and spiritual development, the teachers at St. Pius X Catholic School are a part of the good news in education.

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. Delete if not used.

1. Private school association(s): National Catholic Education 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 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4,290</u> K	<u>\$3,960</u> 1 st	<u>\$3,960</u> 2 nd	<u>\$3,960</u> 3 rd	<u>\$3,960</u> 4 th	<u>\$3,960</u> 5 th
<u>\$3,960</u> 6 th	\$ _____ 7 th	\$ _____ 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	<u>\$4,290</u> Other Pre-K				

4. What is the educational cost per student? \$ 4,663
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1,184

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 8 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 66 %

PART VI I – ASSESSMENT RESULTS

St. Pius X Catholic School
Corpus Christi, Texas

Metropolitan Achievement Test
8th Edition, 1995
Harcourt Educational Measurement

Scores are reported as percentiles. No students were excluded from the test. Testing month is September for all years listed. Although the school lists 11% of its students as economically disadvantaged, only 14 of these 22 students were in first through sixth grade. When the numbers were disaggregated by grade level, there were not enough economically disadvantaged students per grade level on which to report.

	2006	2005	2004
Grade 1			
Reading	85	84	78
Math	78	83	76
Number of students tested	24	22	20
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP Scores			
Hispanic			
Reading	78	75	76
Math	72	71	71
Number of students tested	10	11	13
White			
Reading	84	86	NA
Math	75	86	NA
Number of students tested	14	11	7

	2006	2005	2004
Grade 2			
Reading	76	84	79
Math	72	75	75
Number of students tested	24	21	23
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP Scores			
Hispanic			
Reading	62	84	65
Math	61	68	60
Number of students tested	12	12	10
White			
Reading	81	NA	81
Math	75	NA	76
Number of students tested	12	9	13

	2006	2005	2004
Grade 3			
Reading	78	82	81
Math	72	69	72
Number of students tested	24	23	16
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP Scores			
Hispanic			
Reading	71	NA	NA
Math	92	NA	NA
Number of students tested	14	9	9
White			
Reading	73	83	NA
Math	73	72	NA
Number of students tested	10	14	7

	2006	2005	2004
Grade 4			
Reading	82	75	78
Math	77	72	72
Number of students tested	24	17	18
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP Scores			
Hispanic			
Reading	NA	NA	NA
Math	NA	NA	NA
Number of students tested	8	9	7
White			
Reading	82	NA	77
Math	72	NA	71
Number of students tested	16	8	11

	2006	2005	2004
Grade 5			
Reading	84	86	76
Math	73	79	55
Number of students tested	17	14	25
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP Scores			
Hispanic			
Reading	NA	NA	NA
Math	NA	NA	NA
Number of students tested	9	5	6
White			
Reading	NA	NA	73
Math	NA	NA	53
Number of students tested	8	9	19

	2006	2005	2004
Grade 6			
Reading	87	79	74
Math	84	73	61
Number of students tested	18	23	18
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP Scores			
Hispanic			
Reading	NA	NA	NA
Math	NA	NA	NA
Number of students tested	7	6	8
White			
Reading	83	77	72
Math	77	69	61
Number of students tested	11	17	10



METROPOLITAN8

Metropolitan Achievement Tests Eighth Edition

DAVID MASON
Group Report

TESTS AND TOTALS	Number Tested	Mean Raw Score	Mean Scaled Score	National Grade Percentile Ranks								
				Indiv Score	1	10	30	50	70	90	99	
Total Reading	18	67.5	685	87-7								
Reading Vocabulary	18	24.3	680	81-7								
Reading Comprehension	18	43.2	694	88-7								
Total Mathematics	18	66.3	703	84-7								
Concepts & Prob. Solving	18	41.6	705	85-7								
Computation	18	24.8	704	78-7								
Language	18	37.2	676	87-7								
Spelling	18	24.9	679	80-7								
Science	18	29.8	662	72-6								
Social Studies	18	33.9	695	88-7								
Research Skills	18	40.8	685	84-7								
Thinking Skills	18	130.7	680	87-7								
Basic Battery	18	195.9	NA	84-7								
Complete Battery	18	259.6	NA	83-7								

SCHOOL: ST PLUS X SCHOOL
DISTRICT: DIO CORPUS CHRISTI
TEST TYPE: MULTIPLE CHOICE
GRADE: 06
TEST DATE: 09/06
METROPOLITAN LEVEL/FORM: Intermediate IV
1999 NORMS: Fall National

Content Clusters	Number of Items	Below Avg	Above Avg
Reading Vocabulary	30	0	33
Synonyms	11	6	67
Content Vocabulary	9	0	39
Multiple Meaning	10	0	33
Reading Comprehension	50	0	28
Initial Understanding	15	0	26
Interpretation	20	0	22
Reflective Thinking	15	0	22
Thinking Skills	35	0	33
Creative	17	0	17
Informational	17	0	39
Functional	16	0	28
Concepts and Problem Solving	48	0	39
Number & Operation	15	0	50
Patterns, Relationships & Algebra	6	0	56
Geometry & Spatial Sense	4	0	22
Measurement	5	0	39
Data, Statistics & Probability	7	0	28
Problem Solving Skills	11	0	72
Research Skills	13	0	61
Thinking Skills	32	0	33

Content Clusters	Number of Items	Below Avg	Above Avg
Computation	30	6	56
Addition/Subtraction w/Whole Nos.	6	0	33
Multiplication/Div. w/Whole Nos.	7	0	56
Computation w/Fractions	8	0	67
Computation w/Decimals	9	0	28
Computation Applications	15	6	39
Computation Skills	15	6	44
Thinking Skills	15	6	39
Language	48	0	22
Prewriting	14	0	61
Editing	17	0	11
Research Skills	17	0	39
Thinking Skills	14	0	61
Spelling	30	0	50
Homophones	6	0	61
Phonetic Principles	10	0	56
Structural Principles	10	0	44
No Mistake	4	0	56
Science	40	0	50
Life Science	15	0	72
Physical Science	13	0	56

Content Clusters	Number of Items	Below Avg	Above Avg
Science (Cont.)	12	6	67
Earth/Space Science	30	0	44
Science Process Skills	11	0	67
Research Skills	11	0	56
Thinking Skills	26	0	56
Social Studies	40	0	22
Geography	8	0	39
History	9	0	56
Political Science	9	0	33
Economics	8	0	28
Culture	6	0	61
Research Skills	12	0	22
Thinking Skills	22	0	22
Research Skills	50	0	44
Thinking Skills	161	0	22

Content Clusters	Number of Items	Below Avg	Above Avg
Science (Cont.)	12	6	67
Earth/Space Science	30	0	44
Science Process Skills	11	0	67
Research Skills	11	0	56
Thinking Skills	26	0	56
Social Studies	40	0	22
Geography	8	0	39
History	9	0	56
Political Science	9	0	33
Economics	8	0	28
Culture	6	0	61
Research Skills	12	0	22
Thinking Skills	22	0	22
Research Skills	50	0	44
Thinking Skills	161	0	22

Below is your Group Intervention Information.



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