

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

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

Name of Principal Dr. Cynthia F. Cummins
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 7421 Glenview Drive
(If address is P.O. Box, also include street address.)

North Richland Hills Texas 76180-8325
City State Zip Code+4 (9 digits total)

County Tarrant State School Code Number* N/A

Telephone (817) 284-2228 Fax (817) 284-1800

Web site/URL www.stjs.org E-mail ccummins@stjs.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* Mr. Don Miller
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catholic Diocese of Fort Worth Tel. (817) 560-3300

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 Mrs. Karen Kallas

(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.

(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

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. 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.

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

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

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 4 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	25	23	48		7	22	18	40
K	8	9	17		8	20	16	36
1	13	18	31		9			
2	14	15	29		10			
3	14	13	27		11			
4	18	16	34		12			
5	13	15	28		Other			
6	7	12	19					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								309

6. Racial/ethnic composition of the school:
- | | |
|-------------------|------------------------------------|
| <u> 1 </u> | % American Indian or Alaska Native |
| <u> 11 </u> | % Asian or Pacific Islander |
| <u> 0 </u> | % Black or African American |
| <u> 26 </u> | % Hispanic or Latino |
| <u> 62 </u> | % White |
| 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: 6 %

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	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	21
(4)	Total number of students in the school as of October 1	328
(5)	Total transferred students in row (3) divided by total students in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 6 %
 18 Total Number Limited English

Number of languages represented: 2
Specify languages: Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 5 %
Total number students who qualify: 15

**Even though the school does not participate in the federally supported lunch program, it does use the federal income eligibility guidelines to determine eligibility for free/reduced-priced meals.*

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: 9 %
29 Total Number of Students Served

**The school makes accommodations for all students with learning differences, although only a few receive direct services. Most are performing on grade level with minimal classroom modifications. Accommodations are continually monitored for effectiveness and revised when necessary.*

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>14</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>7</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>19</u>	<u> </u>
Special resource teachers/specialists	<u>7</u>	<u> </u>
Paraprofessionals	<u> </u>	<u>2</u>
Support staff	<u>2</u>	<u>3</u>
Total number	<u>29</u>	<u>5</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 16:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	99%	99%	98%	99%	99%
Teacher turnover rate	9%	13%	18%	12%	10%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Founded in 1965, St. John the Apostle Catholic School in North Richland Hills, Texas, provides a high quality Catholic education that promotes the development of the whole child. Working together with the family, the faculty and staff present spiritual, intellectual, cultural, social, and physical opportunities that enable students to develop to their full potential.

Serving a diverse ethnic and socio-economic population of 309 PK-Grade 8 students, St. John School offers a challenging academic program for many types of learners. Using curriculum of the Dioceses of Dallas and Fort Worth, teachers develop stimulating and relevant lessons that challenge individuals' strengths and accommodate learning differences. Instructors utilize differentiated instruction to generate higher-level thinking skills. Technology skills are taught to all students in computer labs and integrated into daily learning with the use of classroom computers, platform teaching, and the Writing/Research Lab. In the school's media center, students explore library books, expand their comprehension through *Accelerated Reader*, and undertake supervised Internet research. Upper School students (grades 6-8) engage in weekly Exploratory courses that they choose each quarter. Exploratories include classes such as band, robotics, calligraphy, sports medley, photography, newspaper, yearbook, Praise Choir, Math Counts, Painting the Masters on Ceiling Tiles, and theater. Student interest in Exploratories and in academic endeavors has also led to school successes at the local, state, and national levels of the National Geographic Geography Bee, the Reader's Digest Word Power Challenge, Score a Goal in the Classroom, Math Counts, Science Fair, History Fair, Spelling Bee, Duke TIP Program, and national essay contests.

St. John School offers many opportunities for students to grow spiritually and emotionally. Students attend Mass weekly and participate as cantors, lectors, altar servers, Eucharistic Ministers, and as prayer partners to younger students. Through active organizations such as Student Council and NJHS, students aid the parish mission in Patzun, Guatemala, with two vitamin drives and three events that fund Patzun education. Other charitable activities include Warm Up to Giving to support Catholic Charities and fundraisers for the American Heart Association, St. Jude's Research Hospital, American Cancer Society, and Juvenile Diabetes Foundation. Students regularly visit the residents of the three local nursing homes and bring food and baby items weekly to the St. John Food Pantry and Baby World. Strong parental involvement, the Home and School Association, and the School Advisory Council actively encourage and assist the school's endeavors to nurture students and help them grow. Parents and grandparents volunteered over 10,000 hours to St. John School last year.

The school celebrates its diversity and expands students' cultural and physical horizons in numerous ways. Hispanic feast days, such as Our Lady of Guadalupe and Day of the Dead, Hispanic Heritage Month, Asian New Year observances, Black History Month activities, Native American customs, Passport to the World Exploratory classes, and Texas Day highlight the unique cultural heritages of St. John students. Specialized instructors teach weekly classes in art, music, and Spanish to all students. Additionally, choir and band begin in fourth grade, and over 70% of the school's students participate in the annual Christmas play, two spring plays, and Talent Show. The students enjoy at least 100 minutes of physical education each week, and 80% of the students in grades 6-8 compete on school-sponsored teams in Diocesan soccer, volleyball, basketball, softball, baseball, and track. The younger children participate in YMCA and Chamber leagues on teams comprised of St. John students.

Ultimately, the goal of St. John the Apostle Catholic School is to graduate students who are grounded in the Catholic faith, academically prepared to continue their education, and well-rounded, service-oriented citizens. Members of the larger community recognize St. John students as industrious, accomplished, and caring people who are ready to serve and contribute to society.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

St. John the Apostle Catholic School administered the Stanford 10 Achievement Test (SAT) to all students in Grades 1-8 in September 2007. The SAT is a norm-referenced test that compares students' scores to the scores of all those in the nation who took this test at the same time of year. St. John School gives the test to all students, even those who have learning differences or who are not proficient in the English language. Administered each fall, this test serves a three-fold purpose: to identify each student's relative strengths and weaknesses, to monitor the yearly growth in basic skills, and to ascertain the school's strengths and areas needing improvement. Administered concurrently with the SAT, the Otis-Lennon School Ability Test (OLSAT) is given to all students in grades 4 and 7. The OLSAT measures an individual's potential for academic success against his own performance. Assessment results for both tests are formatted in percentile ranks and stanines. Examination of these results provides insight into academic growth in the different subject areas, individual learning differences, and overall grade skills. Based on test results, the school makes necessary adjustments in curriculum and instruction.

No large disparity exists among the test scores of the school's ethnic subgroups and the majority. When the scores are disaggregated for the Hispanic students, who represent 26% of the school population, results are similar to those of the entire class. Asian students make up 11% of St. John School. Because all grades have fewer than 10 Asian students respectively, their scores are not disaggregated.

Test scores indicate that the longer the students remain at St. John the Apostle Catholic School, the better their achievement. Students at the seventh and eighth grade levels consistently score in the top 10% in the nation in both reading and math. For the past five years, the eighth graders have scored at 73%, 72%, 82%, 83%, and 82% in reading, all of which rank in the top 10% nationally. Their math scores have been even higher at 80%, 81%, 82%, 85%, and 84%. The sixth grade 2007 math scores were at 83% and also in the national top 10%. Scaled scores indicate growth in all subject areas from one grade to the next at all grade levels, with the greatest and most consistent growth occurring in math.

In the mathematics portion of the 2007 Stanford 10, 92% of the eighth grade students scored in the average and above average range on the Mathematics Problem Solving section, and 97% performed likewise in Mathematics Procedures. Additionally, data indicate similar results in these two mathematics sections in grades 2-7. According to the progressively higher scaled scores at each grade level, the Stanford 10 assessment data demonstrate that students are making significant progress school-wide. This consistent progress is a result of hard work on the part of the students and faculty, support by parents, and improvements and changes to the math program.

Likewise, the reading subsets of Vocabulary, Comprehension, and Word Study Skills on the 2007 Stanford 10 show scaled scores progressively increasing through the grades. At all grade levels, 90% or more of the students scored average or above average on these subsets with the exception of fourth grade Word Study Skills (88%) and third grade Reading Comprehension (89%).

Students who graduate from St. John the Apostle Catholic School also perform well at the high school level. Over 85% of the St. John alumni who are freshmen at Nolan Catholic High School and local suburban public high schools are listed on honor roll, and more than 50% of St. John graduates are placed in honors or advanced-level courses. The valedictorian of Nolan High School has been a St. John graduate the last two of three years, and last year's valedictorian at Birdville High School was also a St. John alumna. St. John students regularly are recognized as National Merit finalists.

2. Using Assessment Results

St. John the Apostle Catholic School uses assessment data to understand and improve student and school performance. After the fall standardized test results arrive, a faculty meeting is held to review the scores. The principal graphs the growth for each grade level over the past several years as indicated by scaled score data. The faculty members receive a print out for each of their students, a complete class grouping, the growth graph, and a comparison of scores for the current and previous years. Teachers identify their students scoring below 50% and formulate an individual educational plan (IEP) with strategies to promote building weak skills. Likewise, students scoring above 90% are also noted, and techniques are crafted to enrich their learning. When specific grade level or content areas show marked weakness or consistent decreases, the teachers begin a process to determine how to address the concerns. For example, two years ago second grade teachers noticed low scores in listening. After researching different options, the teachers decided to adopt consistent plans to build listening skills for multi-step instructions. They also decided not to repeat directions multiple times. Test scores in listening the following year indicated that these approaches were successful. Examination of test results over the past several years also indicated greater growth in math at the upper grades, which used the Saxon math program. Saxon focuses on incremental development and continual practice. After trying various instructional strategies to improve math instruction and scores at the lower grades without much success, the school decided to adopt Saxon math from grades 3-8. In one year, students experienced improvement and had better retention and understanding of math concepts. Thus the decision was made in Spring 2007 to extend the Saxon math program school-wide. Assessment data, student IEPs, and recommendations for improvement are continually monitored and reviewed each year for effectiveness.

3. Communicating Assessment Results

St. John the Apostle Catholic School communicates student and school performance in various ways. The Stanford 10 Achievement Test results come with requested parent information that uses percentiles, stanines, and a bar graph to visually depict individual student scores. This information also shows the specific skills and number of items tested, number attempted, and number correct. The school sends standardized test results home to parents during the last week of October. The following week, teachers discuss results with parents at the fall parent-teacher conferences. After graphing each class's national percentile scores in the different subject areas and their comparison to national results, the principal reports this information to the School Advisory Council. School families and prospective families receive overall results during informational meetings, and results are also available in the school office. Furthermore, general standardized test results are posted in the school newsletter, in the annual report, and on the school website.

The school uses Renaissance Web, a web-based school data management system, to communicate with parents regarding their child's progress and school information. Student grades and current course averages, as well as weekly lesson plans, long-term projects, and homework assignments, are posted on RenWeb for parents and students. The principal and teachers address parent questions and concerns by phone, e-mail, or conference, and teachers make personal calls regarding notable changes in a student's progress. Several teachers also create weekly class newsletters for parents. In addition, the teachers send home student's tests for parents to review and sign. Quarterly report cards and mid-quarter progress reports are sent home and e-mailed. Two formal parent-teacher conferences are scheduled to discuss student progress. The principal also meets with parents at grade level meetings several times a year to share assessment results, discuss programs and new developments, and answer questions and concerns.

4. Sharing Success

St. John the Apostle Catholic School shares its successes with other schools and the community in numerous ways. At monthly Diocesan meetings, principals share ideas and programs that are successful in their schools. St. John's principal also shares achievements with public school representatives, civic leaders, and businessmen at the monthly Chamber of Commerce meetings. Teachers and staff serve on many Diocesan committees and speak at workshops and conferences, such as the Texas Association for Gifted and Talented, the National Catholic Education Association, and Ministry Formation Day. The Assistant Principal, a Master Intel teacher, has taught technology classes for Diocesan teachers each summer for the last three years, and several faculty members serve on accreditation teams at other schools. St. John's art teacher volunteers to teach art classes and share techniques with a local public school that does not have an art teacher. Local colleges and other schools send their education students and beginning teachers to observe St. John's teachers and their instructional methods. Because of St. John's success in educating children with varied abilities and from diverse backgrounds, several families from foreign countries enroll their children at St. John School so that they may experience a learning environment with full cultural immersion. Other ways that St. John School shares success include through the school website, the school and parish newsletters, the school's *Annual Report*, the *North Texas Catholic*, the *Ft. Worth Star Telegram*, local newspapers, and television and radio stations. Additionally, St. John regularly holds Open Houses for the community to learn more about the school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

St. John the Apostle Catholic School uses the Diocese of Dallas Curriculum objectives that are rooted in the Texas Essential Knowledge and Skills (TEKS). Teachers employ a variety of methods to address students' needs and learning styles. Classroom observations, evaluation of standardized test results, and continual review of planning and assessment ensure alignment of curriculum, instruction, and assessment.

The **language arts** curriculum emphasizes a systematic instruction of phonics, a comprehensive reading program, and a structured writing process interwoven with daily instruction in grammar, spelling, vocabulary, and handwriting. In grades 6-8, objectives are met using a literature series to immerse students in the different literary genres, and advanced grammar, vocabulary, and composition skills are stressed. Cross-curricular projects involve two formal research papers and creative presentations.

The **math** curriculum employs the Saxon method of instruction that focuses on math development through an incremental and consistent approach. The use of manipulatives gives concrete examples to more abstract ideas, and students retain concepts more effectively with repeated reinforcement. Over 60% of eighth grade students take Algebra I and receive high school credit. Students participate in the St. Jude Math-a-Thon, and the Math Counts teams are highly successful in regional competitions.

The **science** curriculum features the scientific inquiry process and hands-on activities. Use of technology, an on-site weather station, the annual science fair, and a lab approach in the upper grades 6-8 increase student understanding of scientific concepts and skills. The school's nurses teach health to all students.

In **social studies** students learn about their world through the study of past and present societies, geographic regions, and an awareness of distinct cultures. Field trips, Texas Day, the re-enactment of the Mayflower voyage, History Fair, cultural Exploratory electives, and a focus on Hispanic Heritage Month, Asian cultures, and Black History Month all enhance the study of state, national, and world heritages.

The **religion** curriculum focuses on Catholic Christian beliefs and encourages students to share the gospel message. The students live their faith through daily prayer, liturgy planning and worship, participation in service projects that benefit the less fortunate, and respectful relationships with others.

Spanish, music, and art emphasize appreciation of the fine arts and the culture of Spanish-speaking countries. The Spanish curriculum, which meets the requirements of the NCLB-BRS program, encompasses culture, vocabulary, and language skills. Using various instructional methods, such as role play, videos, and listening and writing activities, Spanish teachers meet weekly with PK-grade 5 and twice a week with grades 6-8. Fluent students receive instruction in Spanish literature and grammar. Most St. John graduates place out of Spanish I in high school. In the fine arts program, all students in grades PK-8 receive weekly instruction in music and art by specialized teachers, with band and choir beginning at fourth grade. Students perform in class plays and school-wide programs, and Exploratory courses offer photography, sculpture, Praise Choir, and graphic arts.

Physical education classes are held two - five times weekly, depending on age, for students to learn both physical skills and teamwork. Students also participate in the Presidential Physical Fitness Program, Jump Rope for Heart, and the Punt, Pass, and Kick program. Middle school students may participate in volleyball, football, soccer, basketball, baseball, softball, and track in addition to physical education.

The aim of the **technology** curriculum, taught weekly to grades PK-5 and twice weekly to grades 6-8, is for students to develop technological literacy, proficiency using Microsoft Office, and higher order thinking skills. In addition to computer classes, students use the networked computers and peripherals in two labs and in all classrooms for Internet research, composition, publishing, and presentation.

2. Reading Curriculum

Learning to read fluently, comprehending what has been read, and expressing oneself are the most important skills that a child learns in school. Students in PK-grade 2 develop their reading skills using a structured phonics program. The program is expanded in grades K-2 by the use of the Scott Foresman Reading series, which combines phonics, comprehension, fluency, and vocabulary in stories appropriate for the age. The middle grades 3-5 continue with the same reading series and enrich their study with the inquiry-based weekly program of Junior Great Books, increased vocabulary acquisition using Sadlier's *Vocabulary Workshop*, and novel studies. Reinforcement of basic skills continues, and literary analysis is introduced.

In the upper grades 6-8, students continue to build reading skills while adding appreciation of the different literary genres. The Prentice Hall Literature series provides the basis of the literature program, and teachers supplement its use with the quarterly classroom study of novels, monthly book reports, and an increased emphasis on vocabulary development. Each class period begins with journal writing, and poetry and drama receive special study.

At all levels, teachers differentiate students' learning through a wide variety of enrichment and remediation strategies, using both whole group and small group instruction. Cooperative learning activities, such as writing plays and analyzing basic story elements, also accommodate different learning styles. *Accelerated Reader* provides incentives for students in grades 1-8 to improve their comprehension and enjoy reading on their own. *Score-a-Goal in Reading* also offers the younger students the opportunity to expand their reading and fluency skills. Further enrichment in reading is structured with the use of *Weekly Reader* in the primary, *Time for Children* in the intermediate, and *Read* at the upper levels. Through the use of Power Writing, a school-wide structured writing program, students learn to express themselves in writing and build on their understanding of reading, writing, and vocabulary.

3. Additional Curriculum Area: Religion

The mission of St. John the Apostle Catholic School is to provide a high quality, Catholic education that promotes the development of the whole child. The school's goal is to graduate students who are well grounded in their Catholic faith, academically prepared to continue their education, and ready to lead through service to others. The religion curriculum helps students to achieve these goals through the foundation received by formal daily instruction in the teachings of the Catholic Church and by Gospel values that permeate all areas. Students serve an active role in the weekly celebration of the Eucharist as lectors, altar servers, Eucharistic ministers, and musicians. As Mass "buddies," older students mentor the younger ones by modeling prayerful participation at church services. This "buddy" relationship extends from student entrance at pre-kindergarten until their freshmen year in college, as evidenced by the care packages sent by seventh graders to their buddies who are now college freshmen and the subsequent "buddy" reunion. Daily prayer and the frequent reception of the sacraments are also a large part of student life. In addition to the religion curriculum, the *Faith, Family, and Friends* guidance program provides another tool to foster self-esteem, self-discipline, and moral decision-making among students.

Providing service to others is important to all at St. John School. Besides bringing food to and working at the St. John Food Pantry and Baby World, students actively support the sister mission in Patzun, Guatemala. Each year as part of an economics unit, third graders design, market, and sell hand made items with the proceeds going to education in Patzun. School-wide vitamin drives, clothing drives, and other projects help those in Patzun and others aided by charitable organizations. Students at all grade levels regularly visit with the senior citizens of the parish and the residents of local nursing homes.

4. Instructional Methods

Teachers use a wide variety of teaching strategies in order to improve student learning. When planning lessons, teachers consider learning styles and preferences of students and strive to tie new information to prior knowledge, thereby strengthening the students' foundation. Hands-on learning is evident throughout the school. For example, students work with manipulatives in math to develop abstract concepts. Lab activities comprise forty percent of instructional time in science to reinforce instructional material. Students learn note taking, organization, time management, and study skills in all classes. Cooperative learning, flexible grouping, open-ended inquiry, learning centers, role-playing, and peer teaching are frequent methods employed to engage the visual, auditory, and kinesthetic learners.

If needed, classroom accommodations are implemented for students with diagnosed learning differences. These modifications reinforce the student's strengths and work around the student's learning difference to provide a more successful learning environment for the child. To aid all students who want extra help, teachers offer weekly tutorials before and after school to reinforce study skills and further clarify content. Likewise, children needing enrichment receive activities requiring more in-depth critical thinking. Students are encouraged to participate in academic fairs and competitions held in math, history, geography, spelling, vocabulary, writing, and critical thinking.

Technology integration to increase student achievement is the norm at St. John School. All classrooms have the capability of computer multimedia projection so that teachers may use platform teaching, Power Point presentations, and interactive learning to actively involve students. Students use networked computers in the school's two labs, in the library, and in every classroom to create publications and presentations, conduct Internet research, word process papers, and analyze spreadsheet data. Students also review learned material with "clickers" (e-instruction) and operate digital cameras and scanners to

enhance their lessons.

5. Professional Development

The school's professional development program provides opportunities for teachers to develop more effective instructional strategies. Professional development usually takes the following forms: site-based training, peer training, Diocesan initiatives, conferences/workshops/conventions, and graduate courses.

Site-based training: By monitoring student progress and analyzing standardized test results, the faculty and administration determine areas to be targeted for improvement the next year. Pre-service and weekly faculty meetings are devoted to these topics.

Peer training: Teachers with expertise in a given area train their peers in effective educational techniques and methods. This type of training has been employed mostly in the areas of technology, classroom management, and Power Writing strategies. This method is especially effective with beginning teachers.

Diocesan initiatives: Each year, the Diocese conducts two full-days of professional development based upon student needs that are identified in faculty surveys. This year, the Diocese has funded two national speakers for the two inservice days and eight site-based Internet webinars on the topics of differentiated instruction and curriculum mapping. The Diocese also arranges a three-day summer leadership conference for all principals and assistant principals.

Conferences/workshops/conventions: The school provides funding for each teacher to attain an annual minimum of eighteen professional development hours at educational conferences, workshops, or a convention of the teacher's choosing. Teachers share what they have learned at faculty meetings.

Graduate level courses: Teachers are encouraged to take graduate level courses in their area of certification or instruction. Stipends are awarded for advanced degrees.

The professional development plan positively affects student achievement in two important ways. First, teachers model that they, too, are learners and that education is a life-long process. Secondly, teachers maintain awareness of recent research in best practices and commit themselves to meeting the individual needs of students.

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 Educational 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 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>4,697</u>	\$ <u>4,697</u>	\$ <u>4,697</u>	\$ <u>4,697</u>	\$ <u>4,697</u>	\$ <u>4,697</u>
K	1 st	2 nd	3 rd	4 th	5 th
\$ <u>4,697</u>	\$ <u>4,697</u>	\$ <u>4,697</u>	\$ _____	\$ _____	\$ _____
6 th	7 th	8 th	9 th	10 th	11 th
\$ _____	\$ _____				
12 th	Other				

**\$4,697 is the base rate (parishioner discount for active parishioners) that applies to 97% of our students. The tuition rate for non-parishioners is \$6,127. Sibling discounts of \$200 for each sibling are utilized by a significant number of families.*

- | | |
|--|-----------------|
| 4. What is the educational cost per student?
(School budget divided by enrollment) | \$ <u>6,149</u> |
| 5. What is the average financial aid per student? | \$ <u>1,512</u> |
| 6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? | <u>6</u> % |
| 7. What percentage of the student body receives scholarship assistance, including tuition reduction? | <u>25</u> % |

PART VII - ASSESSMENT RESULTS

FOR PRIVATE SCHOOLS REPORTING ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS With Subgroups Greater Than 9 Per Class

ST. JOHN THE APOSTLE CATHOLIC SCHOOL

Stanford 10
Form A, 2002
Harcourt Educational Measurement

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

**Although the school lists 11% of its students as Asian, no grade level within the past five years has had ten or more Asian students. When the numbers were disaggregated by grade level, there were not enough Asian students per grade level on which to report.*

	2007	2006	2005	2004	2003
Testing month	September	September	September	September	September
Grade 8					
Reading	73	72	82	78	81
Mathematics	80	81	82	85	84
Number of students tested	36	42	28	42	42
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic students					
Reading	--	85	--	80	--
Mathematics	--	86	--	83	--
Number of students tested	<10	14	<10	10	<10
Grade 7					
Reading	79	79	75	78	77
Mathematics	80	80	74	81	83
Number of students tested	40	37	45	31	46
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic students					
Reading	--	77	84	--	76
Mathematics	--	79	83	--	84
Number of students tested	<10	10	14	<10	12

ST. JOHN THE APOSTLE CATHOLIC SCHOOL

	2007	2006	2005	2004	2003
Testing month	September	September	September	September	September
Grade 6					
Reading	72	67	65	68	79
Mathematics	83	77	77	73	80
Number of students tested	19	39	40	46	35
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic students					
Reading	--	--	60	71	--
Mathematics	--	--	64	77	--
Number of students tested	<10	<10	10	14	<10
Grade 5					
Reading	79	78	76	76	70
Mathematics	77	76	72	69	73
Number of students tested	28	19	40	37	48
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic students					
Reading	--	--	--	65	78
Mathematics	--	--	--	63	80
Number of students tested	<10	<10	<10	10	12
Grade 4					
Reading	61	67	75	66	67
Mathematics	69	63	73	69	69
Number of students tested	34	31	22	40	42
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic students					
Reading	49	--	--	--	66
Mathematics	59	--	--	--	53
Number of students tested	11	<10	<10	<10	10

ST. JOHN THE APOSTLE CATHOLIC SCHOOL

	2007	2006	2005	2004	2003
Testing month	September	September	September	September	September
Grade 3					
Reading	66	57	68	69	65
Mathematics	69	60	62	60	69
Number of students tested	27	39	30	23	41
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic students					
Reading	--	53	--	--	54
Mathematics	--	57	--	--	67
Number of students tested	<10	11	<10	<10	10
Grade 2					
Reading	75	71	65	76	68
Mathematics	77	84	71	75	71
Number of students tested	29	28	39	31	29
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic students					
Reading	68	--	53	--	--
Mathematics	79	--	62	--	--
--	12	<10	11	<10	<10
Grade 1					
Reading	59	70	66	N/A	N/A
Mathematics	49	61	75	N/A	N/A
Number of students tested	31	30	28	N/A	N/A
Percent of total students tested	100	100	100	N/A	N/A
Number alternatively assessed	0	0	0	N/A	N/A
Percent alternatively assessed	0	0	0	N/A	N/A
SUBGROUP SCORES					
Hispanic students					
Reading	64	65	--	N/A	N/A
Mathematics	38	58	--	N/A	N/A
Number of students tested	10	12	<10	N/A	N/A

**The school did not administer standardized tests to first grade students in September 2003 or September 2004.*