

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal: Mr. Terrence L. Taubert  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Our Lady of Perpetual Help Catholic School  
(As it should appear in the official records)

School Mailing Address: 16075 N. Evans Rd.  
(If address is P.O. Box, also include street address)

Selma Texas 78154-3824  
City State Zip Code+4 (9 digits total)

Tel. ( 210 ) 651-5301 Fax ( 210 ) 651-5516

Website/URL: www.olphselma.org E-mail: principal@olphselma.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. Dale R. Hoyt  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Archdiocese of San Antonio Tel. ( 210 ) 734-2620

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: Mr. Michael J. Maffei  
(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 of 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 2003-2004 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 1998.
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 (Briefly explain)  
 \_\_\_\_\_ 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. 3 Number of years the principal has been in her/his position at this school.  
n/a If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	23	21	<b>44</b>	<b>7</b>	18	26	44
<b>1</b>	19	13	<b>32</b>	<b>8</b>	16	31	47
<b>2</b>	27	21	<b>48</b>	<b>9</b>			
<b>3</b>	22	24	<b>46</b>	<b>10</b>			
<b>4</b>	20	23	<b>43</b>	<b>11</b>			
<b>5</b>	16	22	<b>38</b>	<b>12</b>			
<b>6</b>	17	21	38	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>380</b>

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>63.15</u> % White                        |
| <u>1.58</u> % Black or African American     |
| <u>32.10</u> % Hispanic or Latino           |
| <u>2.64</u> % Asian/Pacific Islander        |
| <u>.53</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                           |

7. Student turnover, or mobility rate, during the past year: 6%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	25
<b>(4)</b>	Total number of students in the school as of October 1	380
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.06
<b>(6)</b>	Amount in row (5) multiplied by 100	6.00

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 2  
 Specify languages: English, Spanish

9. Students eligible for free/reduced-priced meals: 6.31 %  
24 Total Number Students Who Qualify

If this method does not produce a reasonably 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:  $\frac{0}{0}$  %  
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. n/a

<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> Hearing Impairment	<u>    </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>    2    </u>	<u>    0    </u>
Classroom teachers	<u>   23   </u>	<u>    0    </u>
Special resource teachers/specialists	<u>    0    </u>	<u>    0    </u>
Paraprofessionals	<u>    2    </u>	<u>    2    </u>
Support staff	<u>    4    </u>	<u>    0    </u>
Total number	<u>   31   </u>	<u>    0    </u>

12. Average school student-“classroom teacher” ratio:    16:1

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	98%	97%	95%	97%	96%
Daily teacher attendance	97%	96%	96%	96%	97%
Teacher turnover rate	8%	14%	16%	12%	14%
Student dropout rate					
Student drop-off rate					

## **PART III – SUMMARY**

**Provide a brief, coherent narrative snapshot of the school in one page. Include at least a summary of the school’s mission or vision in the statement.**

Our Lady of Perpetual Help School (“OLPH”) is a Catholic, co-educational school located in Selma, Texas, northeast of San Antonio. Founded in 1901, OLPH has historically been a place of spiritual and educational vitality within the community, where children receive a superior education intertwined with their Catholic heritage, where the dignity of the individual is respected, and where ‘no child is left behind’.

Originally, two members of the Sisters of Divine Providence staffed OLPH. Their forty-two students arrived each day to attend classes conducted primarily in German. In 1939, the Sisters of Divine Providence turned operation of the school over to the Sisters of the Incarnate Word and Blessed Sacrament. Today this same religious order, along with our lay staff, continues to provide quality education and Christian formation, as embodied in our mission and philosophy.

The mission of OLPH is “to fulfill the educational ministry of the Catholic Church in our community” and “to provide quality education and Christian formation of the whole person by encouraging development of each student’s talents in the service of God and others.”

*Source: Mission Statement - Our Lady of Perpetual Help Catholic School*

By its Catholic tradition and because of its roots in the community, OLPH still recognizes itself as “an extension of the family” and sees itself as partners with our parents “in the education of the whole child, spiritually, morally, intellectually, physically, emotionally, and socially.” We continue to emphasize the “6 R’s” of Catholic education, namely reading, writing, mathematics, religion, respect, and responsibility. Our goal is to help each student “think, act and live like Christ, and to recognize and fulfill his or her obligations and responsibilities as members of their family, school, community, nation, world, and Catholic Church.”

*Source: Philosophy Statement - Our Lady of Perpetual Help School.*

OLPH is comprised of 23 teachers, 2 paraprofessionals, 4 staff, 2 administrators, and 380 students in Kindergarten through 8<sup>th</sup> grade. We attract a diverse student body from several neighboring school districts, including Schertz-Cibolo-Universal City, Marion, Judson, Comal, and Randolph Field. Our school has a rich multicultural student body comprised of children from urban, rural, military, Hispanic, and other cultures and backgrounds.

For over a century, OLPH has been a mainstay in the community. Visitors often find older parishioners volunteering in classrooms, parents helping with school improvements, and parish organizations working on building projects. In the 2002-2003 school year, parents and friends of OLPH contributed over 5,000 volunteer hours to the school. OLPH has a family-like atmosphere with a history that goes back into the 19<sup>th</sup> century. It is a place where family names are repeated in new generations of children, and where newcomers are welcomed with open arms.

We believe our rich heritage, founded in the Catholic faith, our commitment to the school’s mission and philosophy, and our support of academic excellence, gives the students the qualities and skills necessary to succeed in life and to become citizens of the highest caliber.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.**

Our Lady of Perpetual Help Catholic School administers the Stanford Achievement Test Series, 9<sup>th</sup> Edition (“SAT-9”) to students in 1<sup>st</sup> through 8<sup>th</sup> grades. Using 2003 data provided by the United States Department of Education, our 8<sup>th</sup> grade students’ 2003 scores in “Total Mathematics” and “Total Reading” (as well as their five-year average scores) place OLPH solidly in the top ten percent (10%) of schools nationwide.

The Total Mathematics component of the SAT-9 measures student ability to perform age-appropriate problem solving and mathematical procedures. In 2003, according to the United States Department of Education, schools that scored 75.0 or above on this test were in the top ten percent (10%) of schools nationwide. In 2003, our 8<sup>th</sup> grade students scored 81.0 on the Total Mathematics component of the SAT-9 exam. This achievement is noteworthy, and it continues a long tradition of excellence at OLPH. From 1999 to 2003, our 8<sup>th</sup> grade students scored an average of 91.0, 78.0, 84.0, 74.0, and 81.0 each respective year on this component of the SAT-9. As such, our 8<sup>th</sup> graders’ five-year average (as well as their 2003 scores) place OLPH solidly in the top 10 percent (10%) of schools nationwide.

Likewise, OLPH has demonstrated educational excellence in reading skills. The Total Reading component of the SAT-9 measures student ability in age-appropriate areas such as vocabulary and reading comprehension. Students on this test who scored 75.0 or above in 2003 achieved a level of excellence shared only by the top ten percent (10%) of students nationwide, according to the United States Department of Education. In 2003, 8<sup>th</sup> grade OLPH students scored an average of 80.0 in Total Reading, placing their scores in the top 10 percent (10%) of students across the nation. This achievement caps a long history of excellence in reading at OLPH. From 1999 to 2003 our 8<sup>th</sup> grade students collectively scored an average of 83.0, 81.0, 77.0, 74.0, and 80.0 each respective year on this component of the SAT-9. We are proud that our five-year average (as well as our 2003 scores) place OLPH solidly in the top 10 percent (10%) of schools in the nation.

The level of achievement in math and reading at OLPH reflects not only the hard work of our students over the last five years, but the exceptional devotion of our teachers and parents in fueling our students’ desire to succeed.

### **2. Show in one-half page how the school uses assessment data to understand and improve student and school performance.**

Assessment data from the SAT-9 scores at OLPH help measure individual student achievement, class achievement, and validate, or contribute to, the improvement of current and future curriculum development.

Teachers perform an in-depth, critical, and coordinated review of assessment data. This information assists each teacher in determining each student’s strengths and weaknesses and identifies students in need of supplemental instruction. For example, reading and math scores on the SAT-9 are one of the criteria we use to identify students in grades K-3 for additional instruction in math and/or reading. In

addition, we use these test scores to determine advance placement in honors courses, thereby challenging each student to reach their full potential.

On a broader scale, the data measure concept-mastery across an entire grade level of students. Assessment data confirm whether a class has mastered presented concepts, thus affording teachers the opportunity to tailor instruction for the remainder of the year in order to ensure that the class is well-prepared for advancement. A concept that is in need of further review is pursued in greater depth through the introduction of supplemental material, experiments, related computer programs, software, websites, guest speakers and field trips.

Assessment data also play a critical role in long-term planning. Prior to each school year, the department chairs review the most recent assessment data to assist in determining if the curriculum meets desired educational outcomes. The department chairs adjust the curriculum accordingly so that the consistently high levels of academic excellence at OLPH are maintained and improved. For example, three years ago this goal was addressed when OLPH made the decision to choose a new math textbook series we felt would offer a more challenging program. As a result, our scores on the SAT-9 Mathematical subtests of Problem Solving and Procedures are improving. For the years 2000-2002, the third grade scores in Mathematical Problem Solving have increased from 81<sup>st</sup> percentile to the 87<sup>th</sup> percentile and in the sixth grade from the 84<sup>th</sup> percentile to the 88<sup>th</sup> percentile. Similarly, in the Mathematical Procedures subtest, scores improved in the third grade from the 79<sup>th</sup> percentile to the 84<sup>th</sup> percentile and in the sixth grade from the 68<sup>th</sup> percentile to the 78<sup>th</sup> percentile. This data demonstrates that our students have shown improvement as well as validating our use of assessment data in long-term planning.

### **3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

OLPH communicates student performance to parents and students frequently. Every quarter, OLPH sends report cards to parents that detail student achievement in 12 key areas. Mid-quarter reports are sent home covering progress in broad areas as well. Finally, OLPH communicates deficiencies to parents and recommends or takes corrective action on an as-needed basis.

OLPH also takes great care to ensure that assessment data is communicated clearly and thoroughly to students and parents. In the late spring of each year, the SAT-9 scores are released and parents receive a copy of their child's test results. Secondly, teachers have individual conferences with parents in order to provide explanation and share in-depth specific test data about the student. Thirdly, a representative from Harcourt, the publisher of the SAT-9, gives an in-depth presentation to all the parents at a Parent-Teacher Club meeting. The representative explains the notations that accompany each score and helps parents interpret their child's test results. This assessment data is also shared with new or prospective parents to highlight our school's high academic achievement.

Our students' achievements in academic competitions throughout the city receive prominent community attention. Our first place standings at a local private high school's Academic Decathlon, Daughters of the Republic of Texas essay contest, History Fairs, and Speech Tournaments are publicized in the OLPH newsletter, the parish newsletter, the OLPH website and the *San Antonio Express-News*. Our students are also recognized statewide through the *Readers' Digest* Word Power Challenge and nationally through the Duke University Talent Identification Program. OLPH constantly looks for new ways to challenge our students. This year we are preparing our students in grades 2-8 to participate in the PSIA (Private School Interscholastic Association) competitions covering science, math, spelling, and writing.

#### **4. Describe in one-half page how the school will share its successes with other schools.**

The Archdiocese of San Antonio facilitates monthly meetings among principals from our region of the Archdiocese, in which attendees share ideas and information and discuss successes in specific subjects or curriculum areas. The Archdiocese also organizes meetings among faculty from within our region. One recent meeting facilitated the exchange of ideas regarding teaching methods and materials that contribute to successes in learning. Our teachers are often asked to present their activities and lesson ideas in language arts, science, and math at various workshops. In addition, recognized as an expert in the field, our science department was asked by the Archdiocese to share our science fair research paper and display format with other schools and to organize an Archdiocesan science fair.

The Archdiocese conducts an annual education showcase that is open to the public. Our principal and assistant principal represent our school at this showcase and are able to meet the administrators of other private schools and prospective parents from across the San Antonio area. Marketing material distributed at this showcase highlight many of our successes as a school, as well as individual student accomplishments in both academics and service to our community.

Our school's website ([www.olphselma.org](http://www.olphselma.org)) can be accessed by anyone who is interested in obtaining information about OLPH. We also advertise in several local publications, including *Today's Catholic*, the official newspaper of the Archdiocese of San Antonio, and always market our accomplishments in the parish newspaper, *The Communicant*.

Finally, students and faculty from other schools are able to observe first-hand the caliber of our students by their performance and frequent achievements at academic competitions. Our teachers, students, and parents are accomplishing great things every day, and we use every outlet available to share these achievements and successes with other schools.

## PART V – CURRICULUM AND INSTRUCTION

### 1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards.

Our school utilizes a comprehensive curriculum engaging students in theology, mathematics, science, language arts, social studies, foreign language, art, music, drama, physical education and computer science. Courses are scoped and sequenced developmentally to advance students through grade levels. All course curricula exceed state standards and requirements in both time and content, allowing our students in the middle grades to take advanced courses in math, science, literature and Spanish.

**The Mathematics curriculum** in the elementary grades includes number operations, computation, problem solving, and reasoning and progresses to geometry, algebra, statistics, and probability in the middle grades. Our course develops students’ skills to think, reason, and apply mathematical concepts in real-world settings which are enhanced through further application in other subject areas. Proficiency in this area has been demonstrated in state and national competitions. (*SAT-9 score = 81<sup>st</sup> percentile*) **The Science curriculum** in the elementary grades includes scientific inquiry, laboratory investigations, systems, classification, and the natural world and progresses to biology, genetics, chemistry and physics in the middle grades. Our course integrates the study of the natural, physical, and biological sciences with the ever-changing body of scientific knowledge. Students gain a working understanding of the scientific method and ethics through hands-on experiments and yearly science fair projects. (*SAT-9 score = 82<sup>nd</sup> percentile*) **The Language Arts curriculum** challenges students to become proficient in vocabulary, comprehension, critical thinking, analysis, listening skills and various forms of written and oral communication. These skills are demonstrated through spelling bees, writing contests, and oral competitions. (*SAT-9 score = 83<sup>rd</sup> percentile*) **The Social Studies curriculum** in the elementary grades includes local and world communities, map skills, citizenship, and geography while the middle grades focus on Texas history, United States history and government, and World history. Our course provides knowledge, critical thinking skills, and a respect for life as well as an appreciation for all cultures. It challenges the student to become a morally responsible citizen in family, local, national, and world communities. Understanding of these concepts is exhibited through various competitions and the thousands of hours of community service performed by the students. (*SAT-9 score = 81<sup>st</sup> percentile*) **The Religion curriculum**, in close relationship with the family, is a comprehensive program emphasizing the Four Pillars of the Catholic Church: sharing the message (Creed), celebrating the message (Sacraments), living the message (Morality) and Prayer Life. This faith formation permeates our day’s structure, underlying all other instruction and leads students to approach life with eyes of faith. **The Foreign Language curriculum** (Spanish), beginning in kindergarten, works toward language proficiency, the awareness of other cultures, and the use of these skills in all classes. Elementary grades teach the dynamics of a language through listening, speaking, reading and writing. The middle grades further develop and advance these skills, with many students receiving high school credit. **The Art, Music, and Drama curricula** build positive self-concepts, teach other avenues of expression, and motivate the child to make creative, artistic choices. In addition to mastery of classroom concepts, students demonstrate competency of these skills through various concerts and drama presentations, speech tournaments, and art competitions. **The Physical Education and Health curricula** teach students the skills needed to become healthy adults who practice healthy behaviors. Students participate in team sports and individual physical activities to develop motor skills, and to influence a lifelong regard for the importance of physical exercise. **The Technology curriculum** teaches computer literacy and computer applications which educates and empowers administrators, teachers, and students to become self-directed, continuous learners. This program prepares them to meet the increasing challenges of a global, technological society. Students are encouraged to use higher order thinking skills, collaborative problem solving, and creativity.

**2. Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

The reading program at OLPH School focuses on developing the following skills: literature awareness, oral language competency, word decoding, reading comprehension, and creative writing. At the same time, the program also develops students’ vocabulary, increases competency in language skills, and provides students with opportunities to practice public speaking. The program has a proven track record of success; in a comparison of fourth grade scores over the last three years, students at OLPH have consistently improved their Total Reading Score from the 69<sup>th</sup> percentile in 2001 to the 80<sup>th</sup> percentile in 2003. Similarly, fourth grade vocabulary scores on the SAT-9 increased from the 66<sup>th</sup> national percentile in 2001 to the 74<sup>th</sup> percentile in 2003 and reading comprehension scores also increased from the 68<sup>th</sup> percentile in 2001 to the 81<sup>st</sup> percentile in 2003.

The reading series is the foundation of our reading program and is used from grades first through sixth. This program includes spelling and grammar workbooks to enhance the reading text. It also provides a solid foundation for the Language Arts Department, supports a multidisciplinary approach to learning, and provides meaningful tools for assessing student progress. In addition, the program includes a broad range of teaching ideas that allows teachers to customize applications for individual students. The result is that students read beyond the classroom environment, expand their vocabulary and comprehension horizons, and become fluent, lifelong readers.

The seventh and eighth grade reading curricula are developed for each particular class and individualized for each student. The program utilizes published literature and novels instead of the traditional textbooks and workbooks. At these upper grade levels, the goal of the program is to enhance and encourage critical thinking skills such as analysis of plot, characterization, and author intent. A student who graduates from OLPH School has studied approximately 15% of the world’s greatest classical literature. Each book is chosen on the basis of readability, plot, advancement of critical thinking skills, ability of students to comprehend, vocabulary, social impact, and history of society.

**3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.**

The mission of OLPH is “to fulfill the educational ministry of the Catholic Church in our community” and “to provide quality education and Christian formation of the whole person by encouraging development of each student’s talents in the service of God and others.” *Source: Mission Statement – Our Lady of Perpetual Help Catholic School.* This mission, while evident in all the curriculum areas and central to all instruction at OLPH, is the focus of our religion curriculum.

Central to our Catholic faith is the concept that we are called to think, act, and live like Christ in the world. This belief is present in all we do. It governs our lives and permeates our attitudes and actions towards all other people. We believe this discipline is learned, and Catholic education is a key factor in teaching this principle. Morality and character development are emphasized, and students are guided and mentored to an understanding of courtesy and kindness towards each other, to an appreciation of the diversity of people, to a respect for authority, and to an appreciation of the country with which God has graced us. The following are a sampling of the many projects our students have participated in as they journey through this process:

- All 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students fulfill a minimum service hour requirement. But many far exceed this requirement. Last year's forty-one 8<sup>th</sup> graders alone offered more than 1,500 hours of service in various areas.
- In response to 9-11, our students adopted all military men and women associated with our parish families and sent each a special care package. Classes also adopted our immediate families who had deployed parents, offering babysitting and meals.
- The students have contributed monetary donations to two foreign missions. One is a medical/educational station in Kenya, Africa, which received donations of more than \$1,000 in the last 3 years. The other is the Holy Childhood Association, sponsored by the Archdiocese of San Antonio, where generous donations have been a tradition for many years.
- Each year our school sponsors a food drive at Thanksgiving for approximately 22 needy families and a diaper/baby items drive in January for one of our local emergency pregnancy facilities.
- Over the last seven years, the 6<sup>th</sup>-8<sup>th</sup> graders have crocheted and donated more than 220 blankets to the SAMM (San Antonio Metropolitan Ministry) Shelter, a homeless shelter for men, women and families.

By participating in these projects, as well as numerous others, our students recognize that their contributions make a difference and that even one person can make the world a better place. Students graduate recognizing the dignity of every person and our similarities with all mankind.

#### **4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

The faculty of OLPH School employs a multifaceted approach to learning and learning styles which includes visual, oral, auditory, tactile, conceptual, and interactive methods of instruction. In addition to traditional lectures, our students learn through educational computer programs, guest speakers, experiments, and by participating in historical or literary re-enactments. The faculty uses a variety of learning tools and methods in order to build motivation and a desire to learn.

For example, our Texas History curriculum begins with lectures and films that fully explore the subject. Later, as part of the curriculum, students participate in field trips to the Alamo, the Texas State Capitol, the Institute of Texas Culture and other local history museums. As the course progresses, students participate in the Selma Heritage Days by dressing in period costumes of the 1860's, riding a stage coach, and experiencing through re-enactment the life of 19<sup>th</sup> century settlers in our community.

Likewise, our science curriculum employs all the traditional methods of instruction, but also provides students with hands-on opportunities to conduct a research project that is then displayed at our annual Science Fair. This science project provides students with an opportunity to conceptualize a project, conduct the research, present their methodology, and share their results with classmates, the school, and the community.

The interactive learning in our History and Science curricula is representative of the many methods of instruction employed at OLPH School. These methods represent the wide variety of teaching methods that help to foster the students' desire to learn by making the challenge of learning enjoyable.

**5. Describe in one-half page the school's professional program and its impact on improving student achievement.**

During the 2002-2003 school year, the faculty participated in a multitude of professional development initiatives with the distinct goal of increasing the learning opportunities for our students. In the past, the financial burden of professional classes was the responsibility of our teachers. OLPH School recognizes the impact professional development has on student achievement and now budgets over \$9,000 each year. Teachers attend seminars, workshops, or higher education courses to expand and support their learning and teaching. This resulted in more than 3,000 hours of professional activities and development of a strong support for student learning and caring atmosphere among the faculty and staff.

OLPH School is committed to maximizing each student's growth in the learning process. Last year, to address our students' varied needs, 75 hours of professional development were devoted to differentiated instruction. Teachers now possess additional tools to enhance student achievement based upon the learning styles of individual students.

Integration of technology into the curriculum had a dramatic impact on our individual and organizational productivity. Each classroom has been equipped with a minimum of two computers; each networked within the campus structure and internet-connected. So far, teachers have accomplished more than 100 hours of professional development in technology integration so these valuable instructional tools are used effectively and efficiently during student instruction. This has created a powerful learning environment through simulation and interactive media, allowing our students to acquire new and innovative knowledge.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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*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.*

Private school association(s): Catholic Archdiocese of San Antonio  
(Give primary religious or independent association only)

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

### **Part II - Demographics**

1. What are the 2002-2003 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>3,370.00</u> K	\$ <u>3,370.00</u> 1 <sup>st</sup>	\$ <u>3,370.00</u> 2 <sup>nd</sup>	\$ <u>3,370.00</u> 3 <sup>rd</sup>	\$ <u>3,370.00</u> 4 <sup>th</sup>	\$ <u>3,370.00</u> 5 <sup>th</sup>
\$ <u>3,370.00</u> 6 <sup>th</sup>	\$ <u>3,370.00</u> 7 <sup>th</sup>	\$ <u>3,370.00</u> 8 <sup>th</sup>	\$ _____ 9 <sup>th</sup>	\$ _____ 10 <sup>th</sup>	\$ _____ 11 <sup>th</sup>
\$ _____ 12 <sup>th</sup>	\$ _____ Other				

2. What is the educational cost per student?      \$ 3,100.00  
(School budget divided by enrollment)
3. What is the average financial aid per student?      \$ 42.00
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      1.5 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction?      7.5 %

## PART VII – ASSESSMENT RESULTS

### ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

#### With Subgroups

#### OUR LADY OF PERPETUAL HELP CATHOLIC SCHOOL

Stanford Achievement Test  
9<sup>th</sup> Edition, 1995  
Harcourt Publishing

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

	2002-2003	2001-2002	2000-2001
Testing month	February	February	February
<b>Grade 8</b>			
Reading	80	74	77
Mathematics	81	74	84
Number of students tested	43	34	38
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
Hispanic students			
Reading	70	58	70
Mathematics	68	54	72
Number of students tested	13	12	14
<b>Grade 7</b>			
Reading	77	79	75
Mathematics	82	76	70
Number of students tested	44	50	41
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
Hispanic students			
Reading	71	73	57
Mathematics	71	59	54
Number of students tested	23	15	12

	2002-2003	2001-2002	2000-2001
Testing month	February	February	February
<b>Grade 6</b>			
Reading	71	79	83
Mathematics	82	86	78
Number of students tested	37	40	45
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
Hispanic students			
Reading	65	70	71
Mathematics	69	70	68
Number of students tested	14	18	13
<b>Grade 5</b>			
Reading	72	68	74
Mathematics	78	71	83
Number of students tested	35	44	46
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
Hispanic students			
Reading	66	64	67
Mathematics	64	56	69
Number of students tested	11	16	17
<b>Grade 4</b>			
Reading	80	72	69
Mathematics	77	71	73
Number of students tested	31	35	48
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
Hispanic students			
Reading	77	60	59
Mathematics	72	60	63
Number of students tested	11	13	21

	2002-2003	2001-2002	2000-2001
Testing month	February	February	February
<b>Grade 3</b>			
Reading	79	81	77
Mathematics	84	87	79
Number of students tested	45	49	47
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
Hispanic students			
Reading	78	78	73
Mathematics	80	84	62
Number of students tested	14	13	13
<b>Grade 2</b>			
Reading	61	66	70
Mathematics	53	59	61
Number of students tested	47	51	47
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
Hispanic students			
Reading	64	68	73
Mathematics	48	58	68
Number of students tested	16	16	13
<b>Grade 1</b>			
Reading	84	75	75
Mathematics	76	71	71
Number of students tested	31	46	54
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
Hispanic students			
Reading	76	75	74
Mathematics	61	66	69
Number of students tested	9	16	16