

# 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

### Cover Sheet

Type of School:  Elementary  Middle  High  K-12

Name of Principal Sister Bernarda Bludau  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 9635 Ferndale Road  
(If address is P.O. Box, also include street address)

Dallas Texas 75238-2736

City State Zip Code+4 (9 digits total)

County Dallas School Code Number\* N/A

Telephone (214 ) 348-8070 Fax ( 214 ) 503-7230

Website/URL www.stpatrickschooldallas.org E-mail stpats@stpatrickschooldallas.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 December 13, 2004

Name of Superintendent\* Dr. C. Charles LeBlanc  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name \_\_\_\_\_ Tel. ( \_\_\_\_\_ )

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 December 13, 2004

Name of School Board President/Chairperson Mr. Kevin Bartholomew  
(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 December 13, 2004

## **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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district:     NA Elementary schools  
   NA Middle schools  
   NA Junior high schools  
   NA High schools  
   NA Other
- NA TOTAL

2. District Per Pupil Expenditure:     NA
- Average State Per Pupil Expenditure: NA

### 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. 20 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	36	38	74	7	33	23	56
K	29	17	46	8	27	27	54
1	29	22	51	9			
2	27	27	54	10			
3	22	28	50	11			
4	22	32	54	12			
5	27	26	53	Other			
6	27	23	50				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>542</b>

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>82</u>   | % White                          |
| <u>4</u>    | % Black or African American      |
| <u>12</u>   | % Hispanic or Latino             |
| <u>2</u>    | % Asian/Pacific Islander         |
| <u>0</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

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

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

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	2
<b>(4)</b>	Total number of students in the school as of October 1 (same as in #5 above)	542
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.004
<b>(6)</b>	Amount in row (5) multiplied by 100	.4

8. Limited English Proficient students in the school: .4%  
2 Total Number Limited English Proficient

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

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

Total number students who qualify: 0

10. Students receiving special education services:  $\frac{5}{27}$  % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>27</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:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>20</u>	<u>9</u>
Special resource teachers/specialists	<u>2</u>	<u>3</u>
Paraprofessionals	<u>    </u>	<u>10</u>
Support staff	<u>3</u>	<u>    </u>
Total number	<u>26</u>	<u>23</u>

12. Average school student-“classroom teacher” ratio: 19-1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	98%	98%	97%	98%
Daily teacher attendance	99%	99.5%	99.5%	99%	99%
Teacher turnover rate	6%	3%	3%	3%	6%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

### **Part III – SUMMARY**

St. Patrick School, located in Dallas, Texas, is a pre-Kindergarten-8<sup>th</sup> grade school serving the children of the Catholic Diocese of Dallas. Founded in 1963, the mission of St. Patrick School is to fulfill the educational ministry of the Catholic church. The school exists to provide an educational program that challenges and nurtures each child's unique abilities. The school seeks for the child to reach the highest possible level of potential in all aspects of life – spiritual, moral, intellectual, physical and emotional. St. Patrick educates the whole student through academic instruction, its fine arts and athletic programs, and community service outreach.

While serving a population of 542 students, St. Patrick School offers a challenging academic program for many types of learners. Using a curriculum provided by the Diocese of Dallas based on Texas Essential Knowledge and Skills (TEKS), teachers develop relevant, content and ability appropriate lessons that challenge individuals' strengths and accommodate learning differences. Subjects are departmentalized in each grade level to highlight teachers' content area strengths. The administration is highly supportive of teachers and programs while offering many opportunities for growth in students and instructors alike.

Most students enter the high school of choice with approximately seventy-six percent continuing at Catholic high schools. Last year the Duke University Talent Identification Program invited sixty-three percent of the seventh grade class to participate in its program. Of the students who did, forty-seven percent were recognized on the State Level and ten percent were recognized on the Grand Level.

Using standardized test results and classroom performance, the faculty seeks to identify those students with possible learning differences for diagnostic assessment and early intervention. Twelve percent of the population has strategy folders to address learning differences. All mild to moderate learning differenced children are taught in the mainstream classroom with more than ten percent of these students in grades 1-4 receiving additional assistance in the Alphabetic Phonics program. Through the care and attentiveness of the faculty, students are monitored for progress, and instructors communicate regularly with parents, speech and language therapists, occupational therapists, and tutors.

St. Patrick School has strong resources that support primary instruction. The library/media center has an extensive collection of books, media, and reference material used by teachers and students in support of unit and individual study. Classes meet in the library once a week for library and research skills. The media center with 30 internet wired computers offers a setting for content area and technology instruction. Students regularly use it and the computer lab to access technology for cross-curricular activities.

The fine arts program engages students with mediums of self-expression in speech and drama, visual art, band, hand bell choir, and vocal choir in which each grade level's choir worships with the parish community on a regular basis. The spring musical production is a dynamic program engaging approximately forty percent of the junior high student body. The athletic program has interscholastic teams for the 5<sup>th</sup>-8<sup>th</sup> grade in football, softball, and boys and girls volleyball, basketball, and track.

St. Patrick School offers many opportunities for students to grow spiritually and emotionally through attendance at mass, daily prayer, religion class, and outreach programs. Through active organizations like NJHS, Student Council, and Panther Pride Service Group, many activities are held to help others in need. These annual events include a school supply drive for an orphanage school in Nicaragua, the collection of stuffed animals for a children's hospital, fundraisers for the Leukemia and Lymphoma Society and the American Heart Association, and two food drives for the needy.

St. Patrick School benefits from the strong support of parents who join the student, teacher, and administrator in the collaborative effort of education. Most parents are highly responsive to the needs of their children as well as the school at large. The Parent and Teacher (PATs) Club supports the efforts of the school with generous financial donations and with the time and talent of parent members.

## **Part IV - INDICATORS OF ACADEMIC SUCCESS**

### **1: The Meaning of St. Patrick School Assessment Results in Reading and Mathematics**

The Stanford Achievement Test, Ed. 10 was administered to students in grades 1-8 in April of 2004 and the Otis-Lennon School Ability Test (OLSAT) was administered in the same time frame to the third, fifth, and seventh grade students. These particular tests are the format mandated by the Diocese of Dallas to measure individual and school wide achievement while providing a basis for comparison among diocesan schools. The OLSAT is a useful tool in measuring an individual's potential against his or her performance, but does not serve as an effective indicator of school wide strengths or weaknesses. The SAT, as an assessment tool, offers a snapshot of the school's and of an individual's achievement in this venue.

The SAT is a norm-referenced test, that is, the scores produced by the test gain interpretive value when compared to the scores of a group of similar people who have already taken the test. St. Patrick uses the information provided by the SAT as an assessment tool to track progress in the school and in individuals, to identify those students with possible learning differences, and to examine the strengths and weaknesses of particular content areas and skills so meaningful adjustments in the curriculum can occur.

In analyzing the reading scores from the April 2004 SAT, several significant patterns emerge. Primarily, there are several indicators that the reading program is a strong one at St. Patrick. In the total reading scores, the stanines are 7 or greater and 80% or more of students who took the test scored better than the national average. Stanines are a nine-point score scale in which the first three stanines (1-3) are below average, the next three stanines (4-6) are average and the top three stanines (7-9) are above average. The scaled score (the raw score adjusted by a test conversion chart), for this portion increases in most cases with each successive grade level. This data, as well as the identified group of minority students, does point out that successful classroom instruction is going on from year to year within the reading program.

In looking at reading subtests, there are certain areas where scores indicated possible areas of growth. In three of the reading subtests in grade one, the stanine was 6 with the percentage of students scoring better than the national average between 66%-74%. These numbers are average and can be explained literally by the learning curve that exists as literacy emerges in a student group. These three content and process clusters (specific content and skill sets) are areas to be monitored by those students' present teachers. In sixth grade the vocabulary subtest has a stanine of 6 with 76% of students scoring better than the national average. According to the content cluster, instruction for those students should emphasize multiple meaning word and context clues so as to address this disparity.

The math scores from this achievement test offer several indicators that the math program is successful and is especially strong in grades 6-8. In studying the total math scores, the stanines range from 6-9. The scaled score for this portion increases with each successive grade level. Like in the reading portion, this analysis does indicate that meaningful instruction is occurring because with each progressive grade level the scaled score is higher. Notable are the substantial scores in grades 7-8 in the total math category and problem solving subtest. In these four groups of scores, the stanine was 8 and 90% or more of students who took the test scored better than the national average.

The total math scores and subtest scores indicate several areas in which instruction should be closely monitored and adjusted as necessary. In studying the mathematics procedures subtest, several grade levels had stanines of 6 or less than 80% of students did better than the national average. With closer examination, content and process clusters indicate instructional attention should be given to computation, symbolic notation, and number facts. By employing the standardized test results, problematic areas are identified and monitored to insure students receive the educational instruction necessary for success.

## **Part IV 2: The Use of Assessment Data to Understand & Improve Student & School Performance**

St. Patrick School administers the Stanford Achievement Test annually and evaluates the data as a tool to identify the strengths and possible weaknesses of the academic program as well as that of individual students. The faculty members review the classroom test results and evaluate the data to determine the success of the students compared to other students nationwide. Particular attention is paid to the content and process clusters that break down the subject subtest into content areas and skills. This data offers very succinct information on areas of success while highlighting possible areas of growth.

The faculty then uses this information as a springboard for long range planning and emphasis within classroom and content area. The adoption of a phonics based language arts program on the primary level was determined in part by test data analysis. The scores are evaluated test to test to track improvement within the student body. The Otis-Lennon School Ability Test (OLSAT) is administered in grades 3, 5, and 7 and results are evaluated on an individual basis for discrepancies between ability and performance.

For the individual student, St. Patrick School employs the test results as a valuable tool to measure achievement and to highlight possible areas of concern. Along with classroom performance, achievement test and OLSAT data is used as an indicator that diagnostic testing for learning differences might be necessary. Test results are then passed to the educational diagnostician to assist with further evaluation. Test data is also reviewed as an indicator for grade level retention.

During parent teacher conferences, test results, especially content and process clusters, are used to highlight individual strengths and weaknesses. Achievement test results of seventh grade are reviewed to determine eligibility for participation in the Duke University Talent Identification Program. In grades 4-8 the test scores identify students eligible for the DECATS program, a diocesan wide summer enrichment program whose focus is to challenge young scholars and to make a direct impact on the learning environment of the participants.

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

St. Patrick School Faculty acknowledges its role as a partner with students, parents and the community in the formation of children. The administration and faculty believe it is crucial for the students' success that there be open communication among the partners.

In 1<sup>st</sup>-8<sup>th</sup> grade, report cards are sent home quarterly with detailed progress reports issued in all subjects at mid-quarter. Discipline reports are sent with the report card and progress report. Pre-Kindergarten and Kindergarten send home periodic progress reports with a readiness test and conference held in the spring semester. Student achievement in 5<sup>th</sup>-8<sup>th</sup> grade is recognized with a three-tiered honor roll that is announced quarterly and posted in the main hallway. Student projects are displayed throughout the school. Weekly folders containing student work, tests and communications are sent home in grades K-6.

Strong emphasis is placed on parent teacher conferences to communicate student performance and concerns. Scheduled parent teacher conferences are held twice yearly after the first and third quarter report cards are issued. Throughout the school year, conferences, both formal and informal, are held as necessary to address academic or behavioral issues. Parents and teachers use e-mail and voice mail systems to communicate regularly.

The individual test results of the Stanford Achievement Test and the Otis-Lennon School Ability Test (in grades 3,5, and 7) are sent home with a detailed explanation to assist with the parents' interpretation of the data. Conferences are scheduled if further explanation is necessary or if test scores indicate a discrepancy between performance and potential.

An open house is held annually during which potential students and parents as well as community members are invited to tour the school, interview teachers, and observe the accomplishments of St. Patrick students.

#### **Part IV 4: How St. Patrick Shares Its Successes with Other Schools**

Just as the mission of St. Patrick School is to cultivate in the student the highest possible level of potential in all aspects of life, the students, faculty and administration realize that equally important is the responsibility to encourage others to the same level of achievement. St. Patrick School shares successes with other students and faculty by inviting them to our campus for various activities and by going out into the community and sharing achievements near and far.

For students in 1<sup>st</sup>-8<sup>th</sup> grade, St. Patrick School hosts two academic competitions to test themselves against their own accomplishments and those of others. The St. Patrick Academic Fair is an invitational event during which students from seven diocesan schools compete in contests including prose reading, on-site drawing, mental math, spelling, and algebra. St. Patrick School is a member of the Private School Interscholastic Association (PSIA), a group which offers opportunities for students to share their individual successes in 19 contest categories with their peers throughout the state of Texas. St. Patrick hosts its district meet and, with more than sixty school represented at the state level, St. Patrick has finished in one of the top three positions five times since 1998. Students share educational experiences with other schools at speech meets, science fairs, athletic events, spelling bees, and geography bees. In the DI (Destination Imagination) Program students participate in long term and spontaneous problem solving skills. In addition to the local and regional level, students have advanced to the state and world level.

Primary level students visit our sister school, St. Mary of Carmel and bring school supplies to them. Junior high students are active in the St Patrick Refugee Program that assists Sudanese refugees in developing life skills.

The faculty and administration share with peers successes, achievements and the knowledge base that they have acquired. Master teachers share their expertise at diocesan level workshops and faculty members from other schools frequently observe their counterparts at St. Patrick. The administration belongs to the Principal and Assistant Principal Associations and hosts meetings on campus annually during which collaborative sharing of ideas and successes occur.

## **Part V – CURRICULUM AND INSTRUCTION 1: St. Patrick School Curriculum**

With its goal of each child reaching his or her highest academic potential, St. Patrick School uses the curriculum provided by the Dallas Diocese Department of Education to guide classroom instruction and long range academic goals. It includes both skill sets and scope and sequencing for content areas described below. While consisting of Texas Essential Knowledge and Skills in each content area, this curriculum is enriched by the inclusion of Catholic foundational principles.

The **math program**, using the Sadlier-Oxford Math Series New Progress in Mathematics, Grades 1-8, and the Glenco McGraw Hill and the Houghton Mifflin-McDougal, Grade 8 Algebra, focuses on concepts, computation, problem solving, and hands-on activities. Students in grades 1-8 participate in Math Month activities and Math contests. Students in grades 7-8 participate in Math Counts and the online Stock Market Game.

In the primary grades, the **language arts program** emphasizes phonological awareness, literacy, and written expression. The objectives are accomplished with explicit guided instruction in systematic phonics, a comprehensive reading program, grammar, and Power Writing taught in all grades. Grouping addresses different ability levels. The Alphabetic Phonics program allows for necessary remediation. At the intermediate and middle school level, the curriculum exposes students to different genres of literature and literary elements as more advanced reading skills are introduced and practiced. With a supplemental vocabulary program, writing and grammar skills are developed and practiced across the curriculum.

The **science program** develops in students a method of inquiry into the natural world in accordance with the National Science Education Standards. Students are exposed to the micro/macro cosmic world and gain an understanding of scientific concepts and theories through hands on experience and implementation of technology. Through the use of the science lab, science camps, and onsite weather station, K-8<sup>th</sup> grade students engage in this inquiry.

The **social studies program** emphasizes the understanding of self and others with the study of past and present societies, the examination of state, national, and world geography, and the awareness of distinct cultural heritages. Technology is widely employed by all students in this endeavor. On the primary level, students explore colonial life and explore other customs through cultural meals. In grades 3-8, multiple field trips greatly enhance the study of state, national, and world heritages.

The primary focus of the **Spanish language program** is to provide students with an introductory experience of the Spanish language and to the social aspects of the language – culture, history, and geography. Meeting three periods a week, students in grades 7-8 are taught with numerous methodologies such as listening activities, extended writing, and spoken presentations. Hispanic religious feast days are celebrated school wide with dramatic presentations. As part of the strategic plan of the school, grades 1-6 will be added to the Spanish language program in the fall of 2005.

The **fine arts program**, which consists of visual arts, music, speech and drama, band, vocal choir, hand bell choir and theatre arts, emphasizes the importance of fine arts for the beauty of human expression, the possibilities of communication, and self-fulfillment. This very dynamic program offers opportunities for all students, K-8<sup>th</sup>, to learn basic knowledge of the art, express themselves in a medium other than one strictly academic, and perform for peers, family, and the community at large.

The **religion program** fulfills one of the school's primary goals, to teach Catholic Christian beliefs, traditions, and values that encourage each student to live and share the gospel message in word and deed. Grades K-8<sup>th</sup> actively participate in these curriculum objectives through classroom instruction, twice weekly worship and liturgical celebrations, and community building and service activities such as food drives for homeless shelters and life skills training for Sudanese refugees.

The objective of the **computer technology program** is for students to develop technological literacy, critical thinking skills, and skills necessary to participate fully in society. Grades K-8<sup>th</sup> use the computer lab for class twice a week and instruction includes use of computer hardware, application software, and emerging technologies such as the Internet and presentation software.

Physical Education classes are daily for 1<sup>st</sup>-2<sup>nd</sup> grade and twice weekly in 3<sup>rd</sup>-8<sup>th</sup> grade. Elective classes in 6<sup>th</sup>-8<sup>th</sup> grade are offered twice weekly and include Science Fair, Math Counts, Line Design, Brain Games, News Currents, Art, Choir, Speech and Drama, Band, and Web Design.

## **Part V 2a The Reading Curriculum at St. Patrick School**

The reading program is based on the principle that literacy and cohesive verbal and written expression are fundamental to a child's success in education and life. St. Patrick chose a phonics- based program as a result of standardized test data, needs assessment, and the recommendation of master teachers. In the primary grades it allows for the immersion of students in all aspects of developing literacy: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. The reading programs in 3<sup>rd</sup>-8<sup>th</sup> were chosen as sequential blocks built on the emergent literacy of the younger grades.

In grades K-2, the reading program uses the Saxon Phonics program and a comprehensive basal reading series. The instruction is systematic and explicit, developing the foundational skills of phonemic awareness, phonics, reading comprehension, spelling, vocabulary, and handwriting. The comprehensive grammar program and spelling lists are aligned to reinforce studied skills. Composition is taught using Power Writing, a method that teaches students to use graphic organizers to structure written ideas.

The intermediate grades use the same reading series supplemented with novel units. Phonics based skills are reinforced and more sophisticated reading and study skills are introduced. Vocabulary skills are expanded and literary elements such as plot, inference, point of view, and figurative language are introduced. Choosing novels of different genres, students write monthly book reports using Power Writing.

In junior high, the reading program emphasizes the literary genres and students are introduced to a comprehensive offering of literary elements. Students read textbook literature and novels and implement high-level literary analysis. Students incorporate film into their study as an additional medium of interpretation. Students maintain reading logs, complete book reports using presentation software, perform dramatic interpretations of selections, and offer persuasive book reviews.

So that all students can attain early literacy, the Alphabetic Phonics program is offered in grades 1-4. Students with diagnosed learning differences are immersed in this pullout, individualized multisensory approach to reading and composition that emphasizes phonological and phonetic awareness. The Accelerated Reader program is widely used in grades 1-5 and summer reading is assigned throughout the grade levels.

## **Part V 3 The Math Curriculum at St. Patrick School**

St Patrick School's mission statement acknowledges the academic programs at St. Patrick School seek to challenge and address each child's unique ability while encouraging each to great achievement. One program that reaches this goal especially well is the math program.

Led by master teachers in grades K-8, this program offers a cohesive methodology to include many learning styles while offering substantive skill sets and scope and sequence. Acquiring mathematical theory and its practical application is an on-going sequential process. Concepts and skills are reinforced throughout the year and from grade to grade with emphasis placed on real world application of these concepts. Students are taught the appropriate use of mental math, written math, and calculator skills, at all grade levels. In 3<sup>rd</sup>-8<sup>th</sup> grade, classroom performance and standardized test scores determine grouping.

In the primary grades, the math program utilizes manipulatives in a hands-on approach to learn basic math operations. The use of counters to examine multiplication and division, Algebra tiles to model addition and subtraction of integers, and geo-boards to study geometry encourages the development of abstract thinking through concrete models.

In the upper grades, the math program reviews basic skills and introduces more sophisticated concepts such as multi-step applications and algebraic formulas. Problem-solving strategies, such as tables and

graphs, charts, models, and formulas, are applied to real life situations. Students are given open-ended problems to investigate and projects that promote student initiated learning. Algebra is offered to accelerated students. The Math Counts program in grades 7-8 reinforces problem-solving skills. Formal and informal tutoring accommodates all learners.

With this dynamic program much interest is generated among students and is reflected in Math Month, a school wide event emphasizing everyday aspects of math. This enthusiasm is evident in the success of students in math events at Academic Fair and PSIA competitions. Eighth grade participates in The Stock Market Game Program. Beginning with a virtual cash account, participants attempt to design the best-performing portfolio over a six-week period. This program builds on basic math skills and develops important life skills.

#### **Part V 4: The Use of Different Instructional Methods to Improve Student Learning**

St. Patrick School's primary mission is the development of each student's unique abilities. Educational experiences are based on the principle that all students are capable learners and lessons are developed to encompass different learning styles and abilities. Classroom teachers are the best suited to address the diverse needs of the students body, and respond by incorporating numerous instructional methods to insure the success of students.

When appropriate, multisensory techniques are used to engage the visual, tactile, kinesthetic, and auditory learner. Across the grade levels, students work with manipulatives to develop abstract concepts, especially in math and science. Forty percent of instructional time in science is designated for lab activities to reinforce instructional material. Cooperative learning, role-playing, hands-on learning and peer teaching are frequently implemented.

Technology is an adaptable tool that can be used to inform different learning levels. Each classroom has a television and internet access and teachers incorporate Digital Curriculum, an online resource with relevant media downloads, to expand instruction. The school has a computer lab and 30-computer media center, both with internet access. Students use the centers for research, instruction, and project presentation. Students with dysgraphia utilize additional classroom computers. Accelerated Reader is widely used in grades 1-5.

St. Patrick is committed to early intervention and diagnosis of the mild to moderate learning differenced student. Early diagnosis is key to assisting these students to early success and to highlighting students' strengths as compensatory options. With respect for the individual student foremost, teachers adjust methods and content appropriately to meet the special needs of students with diagnosed learning differences. Confidential strategy folders for these students are kept to maintain the high standard of modified instruction from year to year. Students in grades 1-4 with specific learning diagnoses participate in the Alphabetic Phonics program, and having completed this program, students typically exhibit grade level or above standardized test results in reading.

#### **Part V 5: St. Patrick School Professional Development Program and Its Impact on Improving Student Achievement**

The goal of the professional development program is to maintain the highest standard of instruction through the ongoing education of the faculty in the areas of methodology and content. School wide development topics are determined by an assessment of needs including the evaluation of standardized test data. Recent topics are methods of classroom management to include all learning types, Power Writing, and current research on learning differences. The faculty has an annual retreat during which teachers collaborate with colleagues and reflect on their classroom experiences. Recent diocesan

professional development workshops have discussed differentiated learning and interpretation of the Stanford Achievement Test results.

Each teacher is required to complete 18 hours of professional development yearly in content area or instructional strategies. The administration supports this requirement by paying workshop fees and by supplying substitute teachers. Instructors and administration annually attend National Catholic Education Association conference. Teachers are provided training in technology necessary for their job. Topics include administrative software, online grade book, attendance, email, word-processing, presentation, spreadsheet, and publishing software, World Book Online, and Digital Curriculum, an online library resource.

As acknowledged in its mission statement, the St. Patrick faculty seeks to provide instruction that encourages the development of higher level thinking skills and leads the students to their highest intellectual potential. Teachers are enthusiastic and strive to be role models as both fellow learner and instructor. They offer lesson plans that are inquiry based, student directed, and inclusive to different learning levels and styles.

The professional development workshops and conferences support these goals and inform on current methodologies. Teachers bring this information back to campus, share it with colleagues informally and at faculty meetings and implement it appropriately in classroom instruction. Recently, after an in-service on classroom management, the junior high faculty revised procedures for managing students who exhibit problematic discipline patterns. The impact has benefited all students; the targeted students are exhibiting positive behavioral changes and their classmates are impacted by an increase in instruction time as less time is spent on management of individual students.

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

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

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

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>2800</u> K	\$ <u>2800</u> 1 <sup>st</sup>	\$ <u>2800</u> 2 <sup>nd</sup>	\$ <u>2800</u> 3 <sup>rd</sup>	\$ <u>2800</u> 4 <sup>th</sup>	\$ <u>2800</u> 5 <sup>th</sup>
\$ <u>2800</u> 6 <sup>th</sup>	\$ <u>2800</u> 7 <sup>th</sup>	\$ <u>2800</u> 8 <sup>th</sup>	\$ <u>2800</u> 9 <sup>th</sup>	\$ _____ 10 <sup>th</sup>	\$ _____ 11 <sup>th</sup>
\$ _____ 12 <sup>th</sup>	\$ _____ Other				

4. What is the educational cost per student?      \$3450.00  
 (School budget divided by enrollment)

5. What is the average financial aid per student?      \$ 650.00

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction?      \_\_\_\_\_ 8%

**Part VII – ASSESSMENT RESULTS**

**ST. PATRICK SCHOOL**

Dallas, TX

SAT Stanford Achievement Test 10<sup>th</sup> Edition  
Form A, NORMS 2002  
Harcourt, Inc.

SAT Stanford Achievement Tests 9<sup>th</sup> Edition used in 2002-2003 and 2001-2002  
Form S, NORMS 1995  
Harcourt, Inc.

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

	2003-2004	2002-2003	2001-2002
Testing month	April	February	February
<b>Grade 8</b>			
Reading	83	88	91
Mathematics	91	93	94
Number of Students tested	54	54	53
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/Minority			
Reading	77	98	93
Mathematics	90	96	95
Number of students tested	1	1	1
<b>Grade 7</b>			
Reading	87	90	88
Mathematics	91	94	90
Number of Students tested	56	56	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/Minority			
Reading	89	90	86
Mathematics	88	94	88
Number of students tested	9	9	8
<b>Grade 6</b>			
Reading	82	84	81
Mathematics	86	89	89
Number of Students tested	51	47	42
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/Minority			
Reading	71	74	59
Mathematics	72	85	76
Number of students tested	5	4	4

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

	2003-2004	2002-2003	2001-2002
Testing month	April	February	February
<b>Grade 5</b>			
Reading	84	85	81
Mathematics	81	89	91
Number of Students tested	53	54	51
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/Minority			
Reading	79	81	77
Mathematics	71	82	86
Number of students tested	10	9	9
<b>Grade 4</b>			
Reading	89	89	88
Mathematics	89	93	91
Number of Students tested	55	54	52
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/Minority			
Reading	77	82	74
Mathematics	80	90	69
Number of students tested	4	4	4
<b>Grade 3</b>			
Reading	83	86	90
Mathematics	82	89	91
Number of Students tested	48	46	51
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/Minority			
Reading	84	85	92
Mathematics	82	80	70
Number of students tested	7	7	5

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

	2003-2004	2002-2003	2001-2002
Testing month	April	February	February
<b>Grade 2</b>			
Reading	88	94	
Mathematics	74	90	
Number of Students tested	54	55	
Percent of total students tested	100	100	
Number of students excluded	0	0	
Percent of students excluded	0	0	
<b>SUBGROUP SCORES</b>			
Hispanic/Minority			
Reading	70	85	
Mathematics	41	68	
Number of students tested	3	3	
<b>Grade 1</b>			
Reading	80		
Mathematics	79		
Number of Students tested	50		
Percent of total students tested	100		
Number of students excluded	0		
Percent of students excluded	0		
<b>SUBGROUP SCORES</b>			
Hispanic/Minority			
Reading	81		
Mathematics	79		
Number of students tested	9		