

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

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

School Mailing Address 6600 Spanish Fort Blvd.
(If address is P.O. Box, also include street address.)

New Orleans LA 70124-4325
City State Zip Code+4 (9 digits total)

County Orleans Parish State School Code Number* N/A

Telephone (504) 282-2811 Fax (504) 282-3043

Web site/URL www.stpiusxnola.org E-mail spxsch@archdiocese-no.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* Rev. William F. Maestri
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of New Orleans Tel. (504) 861-9521

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. Patricia Cox
(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 _____

PART I - ELIGIBILITY CERTIFICATION

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 16 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	23	25	42	7	8	21	29
K	23	13	36	8			
1	18	19	37	9			
2	28	19	47	10			
3	12	14	26	11			
4	21	14	35	12			
5	9	15	24	Other			
6	12	19	31				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							313

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

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| 90 | % White |
| 8 | % Black or African American |
| 2 | % Hispanic or Latino |
| 0 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 37%

[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	37
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	124
(3)	Total of all transferred students [sum of rows (1) and (2)]	161
(4)	Total number of students in the school as of October 1	426
(5)	Total transferred students in row (3) divided by total students in row (4)	0.37
(6)	Amount in row (5) multiplied by 100	37

***The student turnover rate for the 2005-2006 school year was directly affected by Hurricane Katrina. St. Pius X took in a number of students from schools that were destroyed by the hurricane. Enrollment prior to Hurricane Katrina was very stable.**

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

Number of languages represented: N/A
 Specify languages:

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

Total number students who qualify: 29

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

10. Students receiving special education services: $\frac{13}{41} \times 100 = 31.7\%$ %
41 * Total Number of Students Served

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>29</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>12</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	

*St. Pius X does not have a special education program but does provide minor accommodations in the classrooms. Speech therapy is provided by the Orleans Parish School Board.

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>2</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>1</u>
Special resource teachers/specialists	<u>4</u>	<u>2</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>26</u>	<u>4</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. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97 %	97 %	97 %	96 %	97 %
Daily teacher attendance	97%	97%	96%	97%	97%
Teacher turnover rate	40%	6%	0%	0%	0%

* 2005-2006 – Teacher turnover rate was directly affected by Hurricane Katrina.

PART III – SUMMARY

St. Pius X School (SPX) is a Catholic Elementary School under the auspices of the Archdiocese of New Orleans for children in grades PreK 3 through 7th. The school campus is geographically located in the Lake Vista subdivision of Orleans Parish. It has served the Lake Vista community for 54 years. The school is surrounded by parkways and trees, which make the beauty of its campus one of a kind. SPX enjoys an excellent reputation within the community due to its strong spiritual, academic, and extra-curricular programs.

SPX has a significant number of strengths and accomplishments, which characterize the quality of the school and its capacity to support student learning. In 1992, it was the first non-public school selected by the Archdiocese of New Orleans to participate in the Louisiana Department of Education's Leadership Academy training sessions on Total Quality Management. This process became a catalyst enabling the school to see that change was important and needed for continuous improvement. Decision-making at SPX is data driven and aligned with the school's mission. The beliefs and mission of SPX were developed in a collaborative brainstorming session of parents, students, staff, school board, and church and community members. The school program is thoroughly aligned with its mission statement: *In partnership with parents, St. Pius X School strives to empower each student with the skills, knowledge, and confidence needed to achieve academic excellence, high standards of morality, and the values of the Catholic faith. Through our words, actions, and deeds, we encourage the St. Pius X family "to renew all things in Christ."* This alignment is prized and guarded by the entire SPX family.

Classes at SPX in grades PreK 3 through 4th are self-contained and heterogeneously grouped. Classes in grades 5th through 7th are departmentalized and homogeneously grouped in math and reading. Students in grades PreK 4 through 7th have the opportunity to attend art, music, physical education, library, and computer at least once a week. Grades K through 7 also attend Spanish at least once a week. A Safe and Healthy Schools program (Project Charlie) is implemented in grades kindergarten through 4th by the Mothers' Club and in the middle grades (5-7) through the physical education classes and the guidance program. Students have the opportunity of participating in extra-curricula activities during the school day and after school. The library and computer lab are open during recess time for research and/or special instruction.

On August 29, 2005, Hurricane Katrina forced SPX to close until January 9, 2006 due to the devastation of the area around the school and the number of faculty members and students who were left homeless (65% and 69% respectively). The school housed dozens of first responders and National Guardsmen in order for them to conduct their rescue and support missions. Upon re-opening, with 61% of its original student population, St. Pius X School successfully completed the necessary requirements in order to receive initial accreditation from Southern Association of Colleges and Schools (SACS). All twelve standards met expectations without recommendations and SPX was acknowledged with an exemplary level of effectiveness in engaging and demonstrating a continuous process of improvement. The SACS Quality Assurance Review (QAR) team commended SPX on its outstanding stability in its leadership and staff. The principal is in her 29th year of employment at the school. Nearly 50% (12 of 26) of the instructional professionals have ten or more years of experience at the school. Many parents and staff attended the elementary school. SPX is the hub of the community and enjoys the full support of all its members. Volunteers and contributors are not limited to the parents. The pastor, school board, and school leaders have a strong working relationship and share common goals of providing academic excellence and genuine community spirit. The dedication of the SPX community is very apparent especially in this post-Katrina era.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT RESULTS:

St. Pius X administers the Stanford Achievement Test (SAT) annually to all students in grades 2nd through 7th. The SAT 9 was previously used, but the Archdiocese of New Orleans moved to the SAT 10 for the 2004-2005 school year. SAT is a norm-referenced standardized achievement test. The purpose of the test is to assess the progress of each individual student, each grade level, and the school as a whole. The data is then used as a focus for the instructional program, evaluating the strengths and weaknesses, as well as tracking the performance of students and comparing the performance of students to others on a local and national level.

Reading and math scores over a three-year period are used for this analysis (see attached appendix). All scores are reported as national percentiles, providing a relative standing of SPX students in comparison with students in the same grade in the norm reference group. SPX students have consistently scored well on the SATs and perform better than the Archdiocesan average. In the areas of reading and math, SPX students score as high as 17 percentile points above the Archdiocesan (local) average.

The 2006 spring scores indicate high academic performance prevailed at all grade levels. Despite the devastation caused by Hurricane Katrina and the students that SPX accommodated from different schools, all grade levels, except 5th grade, scored in the top 10% of the nation in reading and math according to the criteria set forth by the No Child Left Behind – Blue Ribbon Schools Program. Seventh grade, the highest-grade level tested at SPX, exceeds the defined criteria and provides the supporting data to qualify St. Pius X School for the No Child Left Behind – Blue Ribbon Schools Program.

Excellent standardized test scores are just one way to assess individual and school-wide success of educational programs. As indicated by the accompanying test data, SPX has successfully prepared students academically for challenges they will face in the years to come. Many SPX students are recognized through the Duke University Talent Identification Program, take advanced placement courses in high school, or win scholarships or competitions. SPX provides a quality education and a strong foundation for life-long learning. This is especially evident in the number alumni awarded with valedictorian (12), salutatorian (3), National Merit, and Rhodes Scholars in recent years at local area high schools such as Jesuit, Dominican, Brother Martin, Mt. Carmel, and Ursuline. One SPX alumni from Jesuit was nationally recognized for receiving a perfect test score in the 2006 *National Merit Scholarship Competition*.

2. USING ASSESSMENT RESULTS:

The principal and assistant principal review standardized test data. The data is then placed in a table, providing the teachers with an easy-to-read visual, tracking grade levels and classes over a five-year period. Teachers analyze the standardized test scores from four different perspectives (total school, grade level, class, and individual students) in order to determine what knowledge was gained and what areas they feel need more attention. Each teacher meets with the administration and other teachers (both vertically and horizontally) noting areas of strength or areas in need of improvement and then brainstorms ideas to enhance classroom instruction.

This analysis, along with other assessment tools utilized at SPX (i.e. criterion based testing, diagnostic testing, rubrics, oral presentations, projects, and homework), allow teachers to determine specific learning needs and identify areas where successful methodologies are or where instructional change may need to take place. Based on the data collected, teachers can then revise their individual goals and objectives for the following year in order to enable all students to work towards reaching the mastery level. Some

adjustments that have been made based on assessment data are departmentalization of the middle school, addition of a science lab and its utilization at all grade levels, and focusing a portion of the SACS “Action Plan” on “Thinking and Reasoning Skills.”

Teachers also receive individual reports, created by the guidance counselor, on students who have had educational evaluations. These reports track the students over time and allow the teachers a better insight into accommodations that can be made to achieve success.

3. COMMUNICATING ASSESSMENT RESULTS:

St. Pius X has developed, implemented, and communicated an effective school-community interaction plan, which strengthens the school and community bond, facilitates support for the school, and provides opportunities for parent education and participation in school activities. An annual Open House is held for current school parents to learn about the curriculum including instructional objectives that will be covered throughout the school year. Weekly folders are sent home with student assessments. These folders are signed and returned indicating that the parents are aware of the assessments. To help further open the lines of communication, weekly newsletters are sent home, highlighting weekly activities in the classrooms and at the school, announcing upcoming events, and offering parenting information that might be found useful. These newsletters are also placed in the back of church for the community to read. Progress reports are given midway during each nine-weeks grading period and report cards are distributed at the end of each nine-weeks. Parent-teacher conferences are held throughout the school year, both formally and at the request of either party. Students in grades K through 7th attend the conferences with their parents.

At the end of each school year, parents are provided an individual report on their child’s performance on the SAT along with an explanation on how to read the results. The Archdiocese of New Orleans publishes the National Percentiles and ACT Average Comparisons. SPX consistently scores well above the Archdiocesan average in every subtest. This fact, along with other student accomplishments, are communicated to the parents and the community through church bulletins, the *Clarion Herald*, *The Times-Picayune*, school newsletters, the school’s web site, and other promotional materials.

4. SHARING SUCCESSES:

St. Pius X School has had a long tradition of academic excellence and is proud to share its successes with other schools and the larger community. The principal has the opportunity to discuss our programs at archdiocesan regional meetings through presentations and informal conversations. SPX faculty regularly participates in area meetings and workshops where mutually beneficial partnerships are formed. Teachers and administrators participate in archdiocesan meetings on Standards-Based Education (SBE). SPX has hosted many of these meetings, as the principal is the head of a local cohort group, and has supplied many other schools with techniques that were implemented and found to be successful at the school.

The principal from SPX was asked to represent the Archdiocese of New Orleans at the Experienced Principal’s Academy in Washington, D.C. to assist other educational leaders in fostering academic programs found to be successful at SPX and in the Archdiocese. The principal was also a guest speaker on a local network discussing “Top Quality Education” as well as participating with other various leaders in New Orleans as a member of the Chamber of Commerce. Many faculty members have also made presentations at local and regional conferences discussing programs that have been implemented with success at SPX. The school’s librarian has served as the President of the Greater New Orleans Chapter of the Catholic Librarian Association and has attended many conferences to discuss techniques utilized in the library and classrooms. SPX is often asked to host observers from other local elementary schools and to participate on evaluation teams for other schools enabling teachers and administrators to discuss

different aspects of SPX. SPX students and faculty were featured in *Quality Progress*, a national magazine, as a result of their participation in Total Quality Management.

Local area high schools are aware of SPX's academic programs as the students consistently score well on the SAT and go on to perform well in the high schools. The administration keeps an achievement binder in the office on both current and former students and faculty members. Personal notes are sent to former students and their high schools congratulating them on their accomplishments while current students are recognized in assemblies. All are formerly recognized in the weekly newsletter that is distributed to parents and the community.

PART V – CURRICULUM AND INSTRUCTION

1. CURRICULUM:

The St. Pius X curriculum is designed in compliance with the *Louisiana Handbook for School Administrators Bulletin 741*. The *No Child Left Behind Act* of 2001 mandates each state have “challenging and rigorous” standards. SPX curriculum, through Standards-Based Education (SBE), meets or exceeds diocesan and state standards and is consistently monitored and updated. Grade level teams work together to align the curriculum vertically so that students are both engaged and challenged. SPX's Catholic environment fosters both academic and personal growth. Emphasis is placed on the spiritual, intellectual, emotional, social, and physical development of all its students. SPX strives to meet the needs of every student and utilizes instruction that appeals to the four different styles of learning: auditory, kinesthetic, visual, and tactile. Students are actively involved in the learning process as evidenced by investigative projects, many of which are cross-curricular and technology is integrated throughout the curriculum.

SPX's language arts program (reading, English, phonics, and spelling) has the collective aim of producing proficient oral and written communicators. The reading portion of the language arts program (as well as the religion portion of the curriculum) will be discussed in the next section (part V, numbers 2 and 3 respectively). The early childhood program (PreK 3 – K) focuses primarily on the development of oral language and listening skills. The intermediate grades (1-4) utilize phonemic awareness activities and present basic grammar, word usage, writing skills, and principal rules and mechanics of the English language. The middle school (5-7) provides the necessary foundation for all writing skills by stressing grammar. Building from this foundation, paragraphs, essays, and a research paper are written while utilizing proofreading exercises, peer editing activities, and rubrics.

The math curriculum uses a sequential mathematics textbook that emphasizes computation, problem solving, and critical thinking. The middle school students are grouped into accelerated and non-accelerated classes based on standardized test scores and teacher recommendations. Manipulatives are utilized at every grade level and Accelerated Math was purchased as a result of our 2006 SACS evaluation.

The science curriculum at SPX is a combination of life, earth, and physical sciences. Although a current textbook series is utilized throughout the school, it is an activity-based curriculum that is taught through a hands-on approach. A science lab is utilized in grades K – 7th to further investigate the current topic of study. SPX was recently awarded a science grant, which added state of the art equipment to the lab. A science club meets bi-weekly at recess to further explore topics in the science lab.

The social studies curriculum focuses on developing the student's awareness of his or her place in the social order using real life applications and critical thinking skills as well as their responsibility to the

community. Multi-cultural units and projects such as “Native American Day”, a “Roots Report”, and “Colonial Day” enhance the classroom instruction and the textbook series that is used.

All students in grades K through 7th have foreign language instruction in Spanish. The curriculum for the lower school provides for a basic understanding of the language and the culture. The program becomes more comprehensive once students reach 4th grade. Textbooks are utilized and emphasis is placed on grammar and bilingual projects are coordinated with the language arts and social studies teachers. A Spanish Club meets monthly to further explore the Spanish culture.

Art and music provide a fine arts program that not only teaches theory but also appreciation of artists in both areas. Both teachers collaborate with grade level and core subject teachers to integrate their subject matter into meaningful projects that the students will enjoy.

The library and computer lab provide services to all students. Enrichment and supplemental materials are supplied by the library to help support the instructional program. Using a variety of media and formats to communicate and present information and ideas effectively, students use technology tools to enhance learning, increase productivity, and promote creativity. The librarian and the computer teacher provide expertise that assist classroom teachers as they plan and expand the curriculum.

The purpose of the physical education program at SPX is to instruct each student in physical activities for use in helping to maintain good health and positive attitudes in healthy, recreational endeavors. Developing non-locomotive, motor, and manipulative skills are emphasized in the lower school, whereas the middle school improves on these skills for participation in individual and team sports. Health is also taught in the middle school.

2. READING:

Research has shown that a solid phonetic base is essential for success in reading. The lower school utilizes Macmillan/McGraw-Hill as the basal series for the reading curriculum and Modern Curriculum Press for the phonics curriculum. These series allow students to experience a quality, literature-based curriculum with an emphasis on phonemic and phonological awareness and continues and expands on the concept of a phonics-based approach to reading that is initiated at the kindergarten level. This approach correlates and integrates with the rest of the language arts curriculum in the school.

Providing a solid foundation in the lower school insures success for students in the middle school. The middle school program fosters independent reading comprehension and an emphasis on higher-level thinking skills through a variety of genres in both fiction and non-fiction. Reading classes are homogenously grouped in the middle school in order to challenge them at their own levels and meet the needs of all students. The writing process is also stressed and students take increased individual responsibility for proofreading, revising, and publishing.

Reading is incorporated into all subject areas through cross-curricular projects and the library. This multi-disciplinary approach provides a well-balanced reading program that goes beyond the minimal requirement of knowing how to read. As a result of our SACS accreditation in 2006, the Accelerated Reader (AR) program was purchased and will be implemented during the 2006-2007 school year.

SPX students are succeeding in the chosen reading program as evidenced by the standardized test scores. An average of 92% of SPX students scored above the 50th percentile in reading on the SAT 10 for the 2005-2006 school year.

3. ADDITIONAL CURRICULUM AREA:

Religion is an integral part of SPX's curriculum. The Catholic faith experience of SPX students is the foundation of the school and all its activities. In keeping with the mission and philosophy of the school, religion instruction, Christian values, and daily prayer are incorporated into all subject areas to nourish the spiritual development of the students.

SPX offers a strong Catholic foundation in the practices and doctrines of the Church. SPX utilizes a school-wide sequential religion textbook series and religion classes are taught on a daily basis as all aspects of the Catholic faith are explored: Mass, prayer, scriptures, Sacraments, morality, sexuality, and liturgical celebrations. The Catholic Value Standards, set forth by the Archdiocese of New Orleans, are incorporated and implemented into each unit design in all subject areas. Religious instruction permeates every aspect of our curriculum and school community. A Vision and Values Leadership Training Program became a catalyst for teachers and students to focus in on one particular value and theme each school year. These values and themes are implemented throughout the year and then the students are encouraged to integrate these Christian values into their daily lives. Students and faculty plan and participate in weekly Masses, para-liturgies, and special celebrations (Sacraments, Stations of the Cross, etc.). A Family Life Program (values, morality, human sexuality, and psychological development) is offered to students in the middle school. Project Charlie, a safe drug-free program provided through Title IV funding, is offered to students in grades K-7th that focuses on building self-esteem, improving relationships, and developing decision-making skills.

In order to create sensitivity towards all students, programs are designed to teach respect for one another and to develop positive peer relationships through participation in extra-curricular activities. Through special projects such as a buddy program, collecting donations for Covenant House, St. Vincent de Paul, and world missions, and cooking for the Ronald McDonald House, students learn to recognize the spiritual needs of others through Christian service. The seventh graders are part of the Builders Club, a service organization, which receives grants annually from the Brown Foundation. They received the "Most Outstanding Community Service" award for an Orleans Parish School and was recognized for community service participation by the Kiwanis Club.

The Quality Assurance Review Team from the 2006 evaluation from SACS commended SPX for its alignment of the school programs with the school's mission and beliefs. Results from surveys taken during the evaluation process also indicated strong support that SPX has a clear mission and goals that provide a common purpose and sense of direction emphasizing the Catholic identity as the defining characteristic.

4. INSTRUCTIONAL METHODS:

St. Pius X School strives to use research-based and developmentally appropriate teaching methods in order to instruct students. Research has shown that by utilizing various methods of instruction, students have a greater mastery of material. SPX works collaboratively as a faculty to align curriculum and instruction with the grade level expectations and the SAT 10 standards. In addition to traditional instructional methods, differentiated instruction techniques are utilized in the classrooms enabling students to be more actively involved in their learning through hands-on projects, cooperative groups, manipulatives, labs, games, videos, the Internet, class discussions, and presentations.

Technology is a vital component in the instruction at SPX. As a result of the state technology initiative and National Goals 2000, the school's vision focused on building a technology infrastructure within the school. SPX was awarded an 8(g) grant from the Louisiana Quality Education Support Fund. Numerous grants have since been awarded to SPX providing for an outstanding computer lab, laptop lab, library, and

science lab that provide continuous opportunities for the expansion of knowledge in creating projects that incorporate research and writing. Interactive white boards are presently being purchased and will be implemented in the spring of the 2006-2007 school year.

Catapult Learning provided through Title I funding provides extra instruction in a small group setting for K-4th grade students. Teachers are available before and after school to assist students and homework tutoring is available to students in the after-school care program.

5. PROFESSIONAL DEVELOPMENT:

Professional development plays a vital role in the success of any school. Professional development is shaped by analysis of student and teacher data, school-improvement plans, self-reflection, professional growth plans, and individual professional goals. Priorities are set based on gaps in student achievement and teachers' needs. At St. Pius X, professional development is offered at three levels: whole-school, cohort teams, and individual. Faculty meetings are held monthly and are devoted to research-based instructional strategies, varied assessment practices, and other various topics such as, crisis planning, bullying, curriculum development, and technology. Departmental meetings are also held monthly for teachers. These meetings are organized by grade, subject area, or by topics of interest. Teachers are encouraged to share their best educational practices by conducting in-services for their colleagues.

The administration encourages teachers to participate in outside professional activities such as attending seminars, workshops, and conventions. Professional publications are also provided to the teachers. These professional development activities and publications are provided through Title II funding, school funds, and by the school's parent organizations.

SPX ensures that professional development advances the mission of the school and the personal and professional growth of each teacher thus providing for the needs of the students. SPX was commended by SACS during the 2006 evaluation for its continuing education which is part of "a well-established system for continuous improvement."

PART VI – PRIVATE SCHOOL ADDENDUM

1. Private school association(s): Archdiocese of New Orleans, SACS-CASI, NCEA, LMSA, LASE
 (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 ✓ No _____

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>3850</u>	\$ <u>3850</u>	\$ <u>3850</u>	\$ <u>3850</u>	\$ <u>3850</u>	\$ <u>3850</u>
<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>
\$ <u>3850</u>	\$ <u>3850</u>	\$ <u>N/A</u>	\$ <u>N/A</u>	\$ <u>N/A</u>	\$ <u>N/A</u>
<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>
\$ <u>N/A</u>	\$ <u>4450</u> (PreK 3 & 4)				
<u>12th</u>	Other				

4. What is the educational cost per student? \$ 5026
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 817
 * Difference between educational cost per student and tuition.

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 16.2 %
 * Tuition and fees divided by total school expenses.

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 57 %
 * This figure includes discounts given for siblings.

ST. PIUS X SCHOOL

Stanford Achievement Test, Tenth Edition (Stanford 10)

Form A, 2002

Harcourt Assessment

Scores are reported as percentiles.

No students are excluded from the test.

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
Grade 7			
Reading	80	82	80
Mathematics	80	75	70
Number of students tested	31	24	34
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 6			
Reading	82	83	84
Mathematics	81	77	85
Number of students tested	28	42	23
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 5			
Reading	79	81	80
Mathematics	79	81	81
Number of students tested	26	41	45
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 4			
Reading	88	85	83
Mathematics	91	85	81
Number of students tested	17	59	45
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 3			
Reading	77	78	80
Mathematics	86	79	83
Number of students tested	30	34	64
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Grade 2			
Reading	87	81	86
Mathematics	92	75	90
Number of students tested	19	48	34
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0