

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12

Charter Title I Magnet Choice

Name of Principal Mrs. Sarah Jane Hengst, M.Ed.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name John Paul II Catholic School
(As it should appear in the official records)

School Mailing Address 1400 Parkway Plaza Drive
(If address is P.O. Box, also include street address.)

Houston TX 77077-1503
City State Zip Code+4 (9 digits total)

County Harris State School Code Number* NA

Telephone (281) 496-1500 Fax (281) 496-2943

Web site/URL www.jp2.org E-mail Hengst@jp2.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* Sr. Kevina Keating, CCVI
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Galveston-Houston Tel. (713) 741-8704

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. Theresa Bramanti
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.

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

1. Number of schools in the district: N/A Elementary schools
 N/A Middle schools
 N/A Junior high schools
 N/A High schools
 N/A Other

N/A TOTAL

2. District Per Pupil Expenditure: N/A

Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

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

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

4. 1 yr. 6 mo. Number of years the principal has been in her/his position at this school.
 *Mrs. Hengst served as assistant principal for 4 years prior to her principalship.
 6 years 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	15	36	51	7	33	43	76
K	31	38	69	8	26	37	63
1	36	36	72	9			
2	36	37	73	10			
3	32	41	73	11			
4	33	42	75	12			
5	37	37	74	Other			
6	39	39	78				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							704

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
14 % Asian or Pacific Islander
5 % Black or African American
21 % Hispanic or Latino
60 % White
100% Total

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

7. Student turnover, or mobility rate, during the past year: 3 %

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	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	704
(5)	Total transferred students in row (3) divided by total students in row (4)	.028
(6)	Amount in row (5) multiplied by 100	3

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

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 45 *These numbers are derived from income eligibility surveys sent to each family.

10. Students receiving special education services: $\frac{4}{27}$ % Total Number of Students Served * Some students have more than one disability.

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>22</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>38</u>	<u>5</u>
Special resource teachers/specialists	<u>0</u>	<u>2</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>9</u>	<u>4</u>
Total number	<u>59</u>	<u>11</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 18:1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96%	97%	97%	97%	96%
Daily teacher attendance	95%	96%	97%	96%	94%
Teacher turnover rate	7%	7%	9%	10%	12%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

John Paul II Catholic School is an accredited, independent Catholic school in Houston, Texas. Unlike traditional parochial schools, it is not associated with or subsidized by a church. John Paul II is a non-profit site-based managed corporation which operates through the cooperation of its Board of Directors, faculty, staff, and parent community. In 1988, the school was founded by a group of dedicated families in response to a need for a Catholic school on the west side of Houston. John Paul II began with 56 students in grades Pre-Kindergarten through third grade and has grown to its current enrollment of 704 students in Pre-K through eighth grade. With a reputation steeped in academic excellence and spiritual development, John Paul II has grown to become the second largest Catholic elementary school in the Archdiocese of Galveston-Houston.

In 1997, John Paul II was recognized as a National Blue Ribbon School of Excellence. Maintaining high academic standards is an ongoing objective of the school. Students are provided with a developmentally appropriate and challenging Catholic liberal arts curriculum based on standards and guidelines established by the archdiocese as well as the state. The school offers a rigorous language arts, math, social studies, science, and religion curriculum at all grade levels. Students also receive instruction in physical education, Spanish, fine arts, technology, study skills, and Girls and Boys Town Social Skills, which contribute to the strong core curriculum while focusing on developing the whole child.

The mission of John Paul II is to strive to prepare all students spiritually, academically, and personally to succeed in their future life endeavors. The school promotes educational excellence, personal responsibility, and Christian values, thereby helping students discover and develop their talents and achieve their highest potentials. Keeping these goals in mind, John Paul II has established an atmosphere that encourages an awareness of the presence of God.

Students come from diverse cultures with a variety of educational needs and abilities. Teachers encounter students with giftedness and learning issues. The school's goal is to address student needs by providing resources such as a counselor, speech pathologist, nurse, tutors, and also professional development for the faculty. Administrators and teachers are required to be degreed and certified. The school offers students after-school activities, a Summer Enrichment Program, and Quantum Learning to enhance their capabilities. Teachers have presented at the National Catholic Education Association (NCEA) conference, state computer conference, and local workshops; served on curriculum committees and accreditation teams; and chaired archdiocesan committees. In 2006, the eighth grade teachers received a \$10,000 grant from BP Corporation to explore alternative fuel sources and energy conservation. In the fall of 2007, a team of teachers received a grant to present an ExxonMobil Workshop on integrating math and technology. Additionally, a teacher received a \$3,900 grant from the University of St. Thomas Houston Endowment Fund for supplies to enhance science and math instruction.

In 2006, the PTO received the Distinguished Home and School Association Award from the NCEA for its outstanding contributions to the school. An alumni recently received the 2007 NCEA Distinguished Graduate Award. Parents, grandparents, and alumni volunteer thousands of hours each year assisting teachers and the school with programs such as: Ambassador Families to welcome new families, Art-a-la-carte to enrich the fine arts instruction, and the outdoor classroom to grow food to benefit the hungry. The school community works together to further the growth of the school's mission and philosophy of preparing the students spiritually, academically, and personally to succeed in life.

Students are frequently recognized for academic achievements and competitions. In 2007, a student was a National Finalist in the "Do the Right Thing" Essay Contest. Traditionally, the students score in the top 10 percent nationally on the Stanford Achievement Tests. More than 50 percent of the seventh graders qualify each year for the Duke TIP Program. For twenty years, distinguished graduates have received high school scholarships, 98% are accepted to the private high school of their choice, and many take accelerated and honors courses in high school. John Paul II graduates fulfill the school's goals of becoming self-directed learners, collaborative workers, and community contributors with faith as their cornerstone.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

John Paul II Catholic School administers the Stanford Achievement Tests (SAT) and the Otis Lennon Cognitive School Abilities Tests (OLSAT) every year to all students in first through eighth grades. Students identified with learning disabilities are provided with a special testing environment. The school uses the SAT and OLSAT to gain information about specific areas where students have not yet mastered the curriculum and provide insight into a student's ability to perform in school. Both of these assessment instruments allow the teachers, counselor, and administration to evaluate what students have learned compared to their abilities. The school also uses this information to assess and adjust instruction in the classroom.

Each year the school receives a graphic summary of the stanine distribution of student achievement by subtests and national individual percentiles of mean NCE scores from Stanford. The school also creates cumulative graphs following a group of students from one grade level to the next. Teachers are required to review students' individual test results and chart scores from year-to-year giving an overview of their progress. A careful analysis helps to recognize students who continually grow academically, need to be challenged, perform inconsistently, do not score on grade level or at the same level as the rest of their classmates, and who may have difficulties in a particular area. At the beginning of every school year, teachers analyze their classroom summary report to determine the strengths and weaknesses of the cluster scores as it relates to their instruction or curriculum.

The administration extensively reviews the test results comparing both the national and local (archdiocesan) test scores. Students typically score very well on the SAT with above-average scores in all subtests each year. In both language arts and math, the SAT scores were in the top 10 percent in the nation across the different grade levels. Test scores signify that our teachers do an excellent job of educating and challenging the students. Scores also indicate that John Paul II students perform very well both nationally and locally where students attend similar schools and receive the same quality of instruction governed by the Archdiocese of Galveston-Houston. It is important to note that the teachers do not spend class time "teaching to the test," reviewing prior to the test, or purchasing test preparation materials.

In evaluating the test scores, the disparities among subgroups differ by grade level for a variety of reasons; this is partly due to the percentage of students in the subgroups. Another factor to consider is the school's desire to keep families together even when one of the students has a special learning need. The John Paul II community is culturally diverse, creating challenges for students with English as a second language. Some of the parents do not speak English and have difficulty assisting their children with homework or communicating with the teachers and the school, possibly placing their children at a disadvantage.

The school recognizes that as the students progress through John Paul II Catholic School their skills build upon one another and strengthen each year as they progress into the older grade levels. The areas needing improvement become the goals of teachers and students for the school year. As indicated in the SAT results accompanying this report, the students have excellent standardized test scores. Over 55% of the students are recognized through the Duke University Talent Identification Program (TIP), and 40% of the third through sixth graders are invited to participate in the Debusk Enrichment Center for Academically Talented Scholars (DECATS) based on SAT scores each year. Historically, the students take advanced courses in high school, win scholarships to the high school of their choice, excel in academic competitions, and receive local, state, and national awards. John Paul II Catholic School is confident that the mission of successfully preparing students academically for the future continues to be accomplished.

2. Using Assessment Results:

At John Paul II, teachers gather a variety of information about their pupils through daily observation and by assessing their progress with teacher-made and textbook-generated tests, quizzes, and projects. This data is compared with standardized test scores to identify possible learning issues. Additionally, SAT results are graphed, measuring each child's individual growth, and focusing on their strengths and weaknesses in all academic areas. If a student has declined dramatically in one or more areas, the data is analyzed to determine if there is a need for specialized testing. When necessary, parents are called in to discuss scores and help determine a plan of action to address concerns.

An item analysis of SAT scores by grade level is used to formulate curriculum improvements and ensure alignment across grade levels. Teachers study class results to help plan their curriculum goals for the year. The scores are used to analyze areas needing more in-depth instruction, to determine mastery, and to match classroom instruction to the specific needs of the children.

The administration reviews the SAT results with the faculty to share the strengths and areas of improvement needing to be addressed. These scores are then used to develop long-term educational goals and to design a professional development plan for the faculty based on the needs of the students. John Paul II is the first Catholic school in the nation offering Quantum Learning to its faculty and students, which provides a multi-sensory, multi-intelligence, brain-compatible approach to learning.

SAT results are used to report student achievement and qualify the students for special programs such as Duke's TIP Program and DECATS, a summer program for gifted and talented students. These scores are also used to qualify the students for entrance into the private high schools.

3. Communicating Assessment Results:

The goal of all reports is to provide usable information that not only will document progress but also will quickly help students achieve. At John Paul II, results are communicated in a variety of ways. The administration shares test results with the faculty to review the strengths and areas of improvement that need to be addressed. The tests give the teacher important student information that the teacher cannot obtain him/herself. Parents receive an individualized report of their child's ability level and achievement. The individualized report also gives guidelines for parents to help students reach high academic standards. In addition, the administration shares the results with the John Paul II Catholic School Board of Directors. Highlights of the school's performance on the SAT and a brief analysis of the scores is provided. A plan for how the scores will be used to improve instruction and increase student achievement is shared at that time. The Board of Directors' meeting is open to the public, and parents are encouraged to attend. The archdiocese receives the SAT scores from John Paul II and is able to use the school's data in their reports.

Tuesday folders are sent home weekly with graded assignments and comments from the teacher. Parents may also access and monitor student grades from a web-based program at any time. Parents receive progress reports and report cards every four and one-half weeks. Formal parent/teacher conferences are held twice a year with the student present to discuss successes as well as concerns.

The school's accomplishments are also communicated in the Annual Report, the quarterly school newspaper, the school's website, and through various forms of local media. In twenty short years, John Paul II Catholic School has earned a reputation in the community for providing academic excellence.

4. Sharing Success:

John Paul II Catholic School shares its successes by publishing information to the Board of Directors, parents, the community, and the archdiocese. At archdiocesan meetings, principals share ideas and information in an effort to help one another. Parents from the school share the school's successes with friends, family, neighbors, and coworkers. Parents are invited to presentations during the year to highlight the outstanding curriculum and accomplishments at John Paul II.

Successes are continually shared through various types of media. A weekly newsletter is sent home via email and posted on the school's website. Frequent articles are published in the *Texas Catholic Herald* and the *Houston Chronicle*. The local television stations visit the school to interview students and staff

about special events occurring on campus. During Catholic Schools' Week, prospective families tour the campus, receiving brochures and packets highlighting the school's accomplishments.

The school shares its successes with various charities through donations from special events held by John Paul II. The school hosts a 5K "Run with the Saints" yearly to raise money for the National Child Brain Tumor Research Foundation. Over 400 people from around the community participate in this event. The Student Council holds a week-long fundraiser and donates the money to Casa De Esperanza, a temporary home for children in crisis.

Teachers at John Paul II have presented at the NCEA, the Texas Computer Education Association Conference in 2006 and 2007, and presented an ExxonMobil Workshop for the Houston area in 2007. Last spring, the school librarian received "The Guiding Light Award" for sharing her talents with the librarians in the archdiocese as head of the library association. Numerous John Paul II faculty members have served on curriculum committees and accreditation teams for the archdiocese. John Paul II has permitted student teachers to train under experienced and master teachers.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The school provides a challenging academic curriculum with particular emphasis on the integration of academic subject areas. The curriculum goes beyond the required state curriculum objectives, supplementing the academic program with a strong focus on organization and study skills. Students are continually challenged to pursue academic excellence and to reach their highest potential.

Religion instruction is offered daily at each level, providing instruction on the Catholic faith including the Bible, Sacraments, Commandments, Catholic Church history, and prayer. Students attend weekly school Masses and participate in daily prayers, the Living Rosary, May Crowning, and other religious services. At every grade level, students complete a service project. For example, the Pre-K students make peanut butter and jelly sandwiches for the homeless.

Language Arts instruction begins with reading readiness in Pre-K, and through the years students are expected to become proficient in reading and writing. Communication and comprehension abilities are developed by emphasizing phonics, vocabulary, and literature. The school focuses on teaching students how to write with fluency by developing comprehensive spelling and grammar skills. Individual Writers Plus portable labs are used in the classroom by students to produce essays and stories. Students' writings are entered into contests and regularly win awards in local, state, and national competitions.

Mathematics instruction emphasizes a multi-sensory approach to learning by addressing the various learning styles, relying on the use of manipulatives and technology. Basic mathematical skills and application to real world situations are essential to building a solid math foundation. Students learn to investigate, analyze, problem-solve, and develop critical thinking skills. The middle school students receive advanced mathematics. Seventh graders study Pre-algebra, and the eighth graders take Algebra which provides the students with the opportunity to place out of Algebra I in high school.

Science instruction focuses on laboratory experiences as the students study Earth, Life, and Physical Science. Students learn to question, gather information, solve problems, and draw conclusions. Eighth grade students take Integrated Physics and Chemistry, an honors course that allows them to place out of ninth grade science and enroll in Biology as a freshman.

Social Studies instruction allows students to understand the development of relationships; distinguish between past, present, and future events; and learn the importance of family customs and traditions. Students study heroic individuals and analyze how these individuals' economic, cultural, and scientific contributions have changed the community and world. Students study Texas history, world geography, United States history, the importance of effective leadership, and the basic tenets of democracy. Independent research and the use of resources are integrated into the curriculum.

Physical Education instruction focuses on lifetime fitness and wellness, with emphasis on motor skills, good nutrition, and teamwork. Students in Pre-K and Kindergarten participate in a music and movement program which allows development of fine and gross motor skills in a developmentally appropriate environment.

Fine Arts instruction includes Spanish, Technology, Journalism, Art, Music, Theatre Arts, Choir, and Band. **Spanish** is taught at each grade level using a curriculum designed to develop fluency in listening, speaking, reading, and writing the Spanish language, along with learning about the Spanish culture. Starting in Pre-K, elementary students attend Spanish 30-40 minutes twice a week. In middle school, Spanish is part of the core curriculum. Students receive 45 minutes of instruction daily for the entire year. **Technology** plays an important role school-wide. Teachers integrate technology into the curriculum with the help of three computer labs, additional classroom computers, LCD projectors, graphing calculators, digital cameras and microscopes, mobile writing labs, and internet access. Students use digital media (i.e. audio podcasts, digital stories and blogs) to generate learning opportunities that foster creativity, collaboration, and critical thinking skills.

*See **Additional Curriculum Area** for further descriptions of the **Fine Arts** curriculum.

2a. (Elementary Schools) Reading:

Reading is essential to being a successful student. John Paul II strives to develop a love of reading within each child. Students receive daily instruction at all grade levels using state-adopted textbooks and supplemental materials. The Pre-K classes use “The Land of the Letter People” literacy program. This is a multi-sensory, research-based curriculum promoting reading, writing, and word building. As a supplement to this literature-based reading program, the school uses early emergent books for the beginning readers. These books provide a controlled vocabulary with words and predictable terms for students beginning to read. The kindergarten through fifth grade curriculum consists of the SRA/McGraw Hill Reading program, including SRA Reading Lab kits where students challenge themselves and work independently. This self-directed approach serves each reader at his/her ability level. The basal readers provide a variety of literary genres for the students. The literature in these books provides excellent stories and helps motivate students to develop strong comprehension skills. In the kindergarten and first grade classes, leveled books are used to provide reading success for every child at his/her own reading level. Second through eighth grades use novels to enrich the reading program at John Paul II. Literature circles and projects with the novels help students to develop ingenuity and critical thinking skills. Students must choose a book from the library to have available during daily DEAR (Drop Everything And Read) or SQUIRT (Sustained Quiet Uninterrupted Independent Reading Time), further emphasizing the importance of reading. The well-developed middle school curriculum uses Prentice Hall textbooks for Literature in addition to the various novels. This literature book correlates well to Prentice Hall’s grammar book, providing consistency across the grade levels. To develop and improve basic reading skills, students in second through eighth grades are enriched by the use of vocabulary workbooks.

3. Additional Curriculum Area:

The mission statement at John Paul II states that the school will “...strive to prepare all students spiritually, academically, and personally to succeed in their future life endeavors.” At John Paul II, it is believed that an exceptional fine arts program is essential to the success of all students. First through fifth grades attend Music, Art, Spanish, Physical Education, Study Skills, Library, and Computer instruction during the week. The middle school electives consist of Advanced Computer, Art, Band, Journalism, Physical Education, Spanish, Choir, and Theatre Arts. In **Choir**, students learn about famous composers and artists, musical theory, rhythm, and singing. Both the elementary and middle school choirs perform several times throughout the year. The **Art** students study famous artists and paintings and learn about different techniques and types of media. Students participate in several local art contests each year. In 2007, an eighth grader won first place for his drawing in the Holy Cross Family Ministries contest. The **Journalism** students produce the school newspaper and yearbook and have received an Award of Excellence from Taylor Publishing two years in a row for their yearbook design, competing against high schools and colleges. John Paul II has the only Journalism program among the private middle schools in Houston. **Theatre Arts** curriculum focuses on acting skills, proper stage terminology, and play production. The students produce two plays each year and participate in various competitions. In 2007, the Theatre Arts students won first place in the state in the PSIA One-Act-Play competition. **Band** instruction focuses on the proper use of an instrument, reading music, technique, and several concert performances during the year. Several band students qualify for All Regional Band each year, competing against both private and public middle schools. John Paul II students are encouraged to explore their gifts and talents, making them well-rounded and successful individuals.

4. Instructional Methods:

The overall goal of John Paul II is for students to become independent, self-directed, life-long learners. To accomplish this goal, teachers maintain high expectations for student behaviors and provide students with successful strategies to improve learning. Implementation of Girls and Boys Town Social Skills, TRIBES, and the HM Study Skills program is used school-wide to manage classroom behaviors and to provide for an optimal learning environment. To achieve academic success, the educational process must include a safe and positive classroom environment for all students. Every classroom teacher uses the

Girls and Boys Town Social Skills program to teach the children step-by-step methods of how to interact in a positive manner with all students, teachers, staff, and community. Teachers use the TRIBES program to build community in the classroom and provide a safe, welcoming learning environment through the four basic TRIBES tenets (attentive listening, appreciation, the right to pass, and mutual respect). HM Study Skills, the third component to successful learning at John Paul II, is designed to help students study and develop thinking strategies. The program focuses on actively teaching students a variety of skills to help them with organization, listening, textbook reading, test-taking, note-taking, memorization, writing essays, and the importance of reading and vocabulary building.

The teachers and staff work hard to support the learning process by aligning and integrating curriculum, instruction, and assessment. Teachers facilitate a student-centered approach to instruction by directing the learning process through use of technology, cooperative learning, demonstrations, hands-on learning, guided practice, and direct instruction. This student-centered approach to instruction involves each student in a way that best fits his or her learning needs. By using these strategies and focusing on the student in every classroom on a daily basis, John Paul II teaches students to become independent thinkers and problem solvers with a life-long love of learning.

5. Professional Development:

It is the belief of John Paul II that strong professional development should be school-wide, ongoing, and directly related to the mission and philosophy. The school is committed to three major programs that support this belief.

First, the Girls and Boys Town Social Skills Model requires a major yearly commitment of both time and funding. All staff must complete a two-day Social Skills workshop, and all administrators must attend an additional Administration Intervention Workshop. These workshops are designed to teach educators the Girls and Boys Town curriculum and philosophy. In-services require active participation, and consulting services are contracted yearly to review and renew skills used at school.

Secondly, John Paul II is committed to the TRIBES program. Teachers learn skills for developing a community of learners in classrooms where students feel safe, welcomed, and comfortable. At each monthly staff meeting, groups of teachers model various Tribes techniques such as class meetings and activities that encourage inclusion and appreciation for individual gifts and talents.

The third program is Quantum Learning, an international study skills program that focuses on providing students with an engaging and challenging learning environment. Teachers are able to utilize research-based strategies that encourage students to think critically and solve problems, making them active and engaged learners. As of January 2008, the staff will have completed all five workshops of the program. John Paul II is the first Catholic school in the United States to offer Quantum Learning to its teachers and students.

Teachers are required to seek further professional growth opportunities available through ExxonMobil, Region IV, 21st Century Learning, and other professional organizations. Most recently, staff has attended state and national conferences such as NCEA, TCEA, NSTA, and NMSA both as participants and presenters. Teachers are encouraged to apply for grants to enhance instruction and to present at local and national conventions.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): National Catholic Education Association, Association for Supervision and Curriculum Development, National Association of Elementary School Principals, National Association of Secondary School Principals, National Middle School Association, International Reading Association, Texas Catholic Conference Education Department, Texas Association of Non-Public Schools, Council for American Private Education, Greater Houston Early Childhood Association, National Association of Student Councils, Texas Association of Student Councils, Greater Houston Catholic Athletic Association, Mid-South Independent School Business Officers, and West Houston Christian Sports Association.

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4,975.00</u> K	<u>\$4,975.00</u> 1 st	<u>\$4,975.00</u> 2 nd	<u>\$4,975.00</u> 3 rd	<u>\$4,975.00</u> 4 th	<u>\$4,975.00</u> 5 th
<u>\$5,775.00</u> 6 th	<u>\$5,775.00</u> 7 th	<u>\$5,775.00</u> 8 th	<u>\$NA</u> 9 th	<u>\$NA</u> 10 th	<u>\$NA</u> 11 th
<u>\$NA</u> 12 th	<u>\$NA</u> Other				

4. What is the educational cost per student? \$6,200.00
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 770.00

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 12%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%*

*Due to donations and fundraising, no school family pays the full cost of educating their children at John Paul II Catholic School.

PART VII - ASSESSMENT RESULTS

John Paul II Catholic School

Stanford Achievement Test – 10th Edition (prior to 2004-05 the 9th Edition was used)

Form A

Harcourt Educational Measurement

Scores are reported as percentiles.

	2007	2006	2005	2004	2003
Testing month	March	March	April	April	April
Grade 8					
Reading	84	84	88	82	87
Mathematics	85	87	87	87	86
Number of students tested	74	55	72	54	64
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic Students					
Reading	83	--	79		
Mathematics	84	--	79		
Number of students tested	16	<10	12		
SUBGROUP SCORES					
Asian Students					
Reading	--	--	--		
Mathematics	--	--	--		
Number of students tested	<10	<10	<10		
Grade 7					
Reading	82	84	84	87	83
Mathematics	87	87	87	89	90
Number of students tested	66	73	51	73	59
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic Students					
Reading	--	80	--		
Mathematics	--	85	--		
Number of students tested	<10	20	<10		
SUBGROUP SCORES					
Asian Students					
Reading	--	87	--		
Mathematics	--	92	--		
Number of students tested	<10	10	<10		

	2007	2006	2005	2004	2003
Testing month	March	March	April	April	April
Grade 6					
Reading	83	82	83	85	89
Mathematics	82	83	82	89	92
Number of students tested	79	63	73	57	67
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic Students					
Reading	75	--	--		
Mathematics	78	--	--		
Number of students tested	12	<10	<10		
SUBGROUP SCORES					
Asian Students					
Reading	--	--	--		
Mathematics	--	--	--		
Number of students tested	<10	<10	<10		
Grade 5					
Reading	81	83	80	78	81
Mathematics	83	83	83	80	84
Number of students tested	73	76	70	76	50
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic Students					
Reading	78	75	--		
Mathematics	80	80	--		
Number of students tested	14	14	<10		
SUBGROUP SCORES					
Asian Students					
Reading	--	--	--		
Mathematics	--	--	--		
Number of students tested	<10	<10	<10		

	2007	2006	2005	2004	2003
Testing month	March	March	April	April	April
Grade 4					
Reading	86	85	82	81	77
Mathematics	79	79	80	82	76
Number of students tested	73	67	70	74	68
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic Students					
Reading	--	--	81		
Mathematics	--	--	84		
Number of students tested	<10	<10	10		
SUBGROUP SCORES					
Asian Students					
Reading	--	--	--		
Mathematics	--	--	--		
Number of students tested	<10	<10	<10		
Grade 3					
Reading	77	79	80	77	81
Mathematics	71	77	78	80	84
Number of students tested	75	71	62	68	65
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic Students					
Reading	74	--	81		
Mathematics	69	--	81		
Number of students tested	16	<10	11		
SUBGROUP SCORES					
Asian Students					
Reading	--	74	--		
Mathematics	--	80	--		
Number of students tested	<10	13	<10		

	2007	2006	2005	2004	2003
Testing month	March	March	April	April	April
Grade 2					
Reading	82	83	84	84	80
Mathematics	79	83	87	83	76
Number of students tested	73	69	66	63	66
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic Students					
Reading	80	82	--		
Mathematics	82	82	--		
Number of students tested	13	11	<10		
SUBGROUP SCORES					
Asian Students					
Reading	--	--	--		
Mathematics	--	--	--		
Number of students tested	<10	<10	<10		
Grade 1					
Reading	83	77	82	86	87
Mathematics	84	77	80	82	80
Number of students tested	74	67	64	67	62
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Hispanic Students					
Reading	88	81	82		
Mathematics	91	77	76		
Number of students tested	11	10	16		
SUBGROUP SCORES					
Asian Students					
Reading	--	--	--		
Mathematics	--	--	--		
Number of students tested	<10	<10	<10		