

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  (K-8)  
 Charter  Title I  Magnet  Choice

Name of Principal: Miss Tina Rolewicz

Official School Name: Mission Parish School

School Mailing Address:  
31641 El Camino Real  
San Juan Capistrano, CA 92675-2608

County: Orange State School Code Number\*: N/A

Telephone: (949) 234-1385 Fax: (949) 234-1397

Web site/URL: www.missionparishschool.org E-mail: trolewicz@missionparishschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Reverend Gerald Horan

District Name: Diocese of Orange Tel: (714) 282-3056

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. George Munz

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aya Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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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All data are the most recent year available.

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

Does not apply to private schools

**SCHOOL** (To be completed by all schools)

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

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

4.   4   Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	13	11	24	7	17	16	33
K	12	21	33	8	13	19	32
1	12	20	32	9			0
2	22	12	34	10			0
3	13	10	23	11			0
4	9	13	22	12			0
5	15	15	30	Other			0
6	16	17	33				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							296

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
7 % Asian  
0 % Black or African American  
19 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
65 % White  
8 % Two or more races  
**100** % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is 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.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1.	322
(5)	Total transferred students in row (3) divided by total students in row (4).	0.016
(6)	Amount in row (5) multiplied by 100.	1.553

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

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

Total number students who qualify: 0

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 free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

The students of Mission Parish School are not from low-income families. The school does not participate in the federally supported lunch program since no students qualify for this program.

10. Students receiving special education services: 0 %

Total Number of Students Served: 0

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>3</u>
Paraprofessionals	<u>6</u>	<u>10</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>25</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 27 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	95%	95%
Daily teacher attendance	99%	98%	99%	99%	99%
Teacher turnover rate	9%	11%	8%	5%	5%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<u><b>100</b></u> %

## PART III - SUMMARY

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Mission Parish School is nestled between the sacred grounds of the historic Mission San Juan Capistrano, founded in 1776, and a National Shrine, Mission Basilica San Juan Capistrano. Since 1928, this Catholic Parochial school has thrived with 300 students in single-grade classrooms from pre-kindergarten through eighth grade. Its unique setting, steeped in a rich heritage dating back 232 years, springs to life as it builds on its 80 year history and produces students with a strong sense of moral character and exceptional academic abilities. Mission Parish School students have the opportunity to be part of a living history past, present, and in the making.

Mission Parish School is fully accredited through the Western Catholic Education Association (WCEA) and the Western Association of Schools and Colleges (WASC). Educators have developed a standard of excellence by providing a comprehensive and challenging curriculum. The school's curricular goals are driven by high-level critical thinking and problem solving in all areas as students are expected and challenged to reach their fullest potential. The academic core is aligned to what students must know, understand, and need to succeed in high school courses and beyond.

Both the Philosophy and Mission Statement clearly reflect Mission Parish School's commitment to academic excellence rooted in Catholic values, parents as primary educators of their children, and teachers as educators who facilitate and guide learning experiences. We recognize that each child is a unique individual who needs to develop his or her God-given talents. Our Philosophy centers on the goal of educating the whole child: mind, body, and spirit. In doing so, it encompasses our learning expectations and enables us to assist students to possess these skills upon graduation.

With rigorous academic standards set by the Diocese of Orange and the State of California, Mission Parish School provides an environment where children can experience learning while living in the positive light of their Catholic faith. In addition to core academic coursework in language arts, math, science and social studies, Mission Parish School offers a full spectrum of educational experiences, both curricular and extra-curricular programs, an extensive fine arts program in music and the arts, sports programs, cheerleading, student government, academic decathlon, spelling bee competitions, after-school programs, and opportunities for scouting. Students attend religious retreats at each grade level, participate in service projects, and attend field trips in the areas of science and history. Spanish is offered in grades pre-kindergarten through eighth grade. To support the pursuit of academic excellence, a Resource Center was developed as an important component to the school's inclusion and enrichment programs. Students' needs are reviewed to determine a remediation and/or enrichment plan to help each child achieve their personal academic excellence.

Upon studying the depth and quantity of the school's curricular and extra-curricular offerings, one may wonder how it is that this small school succeeds in providing such an unparalleled number of opportunities and experiences for its students. This is largely due to one of the school's biggest strengths: its partnership with its parents. The parental commitment to the school is paramount in its operation and it provides proof to the students that their school matters. Thus, the school pride and spirit is unrivaled. Mission Parish School students love their school and strive to do their best in all they do in order to be a positive part of the school community.

Mission Parish School's commitment to academic excellence is a recurring theme woven throughout its educational programs. Of primary importance to the school is that students engender a love for learning and become life-long learners prepared for higher education and future life successes. By instilling an appreciation, understanding, and compassion for all people, Mission Parish School develops students who have been made aware of their ability to make a difference in the world.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Mission Parish School students generally have increased standardized test scores associated with their longevity at the school. The general student population typically scores in the top 10 percent of the nation using the student percentile equivalent. Through an on-going analysis of student assessment data, the curriculum is developed and designed to meet the needs of the Mission Parish School student population.

Mission Parish School administers the Iowa Test of Basic Skills (ITBS) Form A and the Cognitive Abilities Test (CogAT) published by Riverside Publishing and mandated by the Diocese of Orange. The ITBS is a norm-referenced test that is administered in the fall to students in grades two through eight. Results are then used as a diagnostic guideline to adapt curriculum to the specific needs and abilities of each class.

Students in grades three, five, and seven also take the CogAt. This test appraises the level and pattern of cognitive development of students. The test measures both general and specific reasoning abilities in the verbal, quantitative, and nonverbal domains. The primary uses of the CogAt scores are (1) to guide efforts to adapt instruction to the needs and abilities of students, (2) to provide an alternative measure of cognitive development, and (3) to identify students whose predicted levels of achievement are markedly discrepant from their observed levels of achievement. Based on the CogAt scores reported in 2008, students in grade three received a predicted national percentile rank (PNPR) of 71 in Reading and 69 in Math. However, third grade students' actual ITBS scores, reported in national percentile rank (NPR), were much higher with an 81 NPR for Reading and a 78 NPR for math. The seventh grade students also performed higher than their predicted scores. The PNPR for Reading was 59 and for math was 58. Actual NPR scores placed the seventh grade class in the 73rd NPR for Reading and the 71st NPR for Math. This data verifies the affirmation that Mission Parish School students perform at higher levels than predicted by national norms or tendencies.

Since the fall of 2004, the overall mathematics score for students in grades two through eight have increased from the 62nd percentile to the 72nd percentile. Currently, the most prevalent discrepancy is in relation to the computational subtest score in the 67th percentile. However, over the past few years, this score has increased by 19 percentile points. Prior to 2005, mathematics attention had been focused on critical thinking and problem solving and not necessarily on computational skills. When the administration and faculty were faced with less than satisfactory computation test results, a concerted effort was made for improvement. School-wide attention focused on computational skills with an emphasis on speed and accuracy. Teachers at all grade levels began daily computational drills and attended math workshops. The technology lab was expanded to incorporate a math lab where students work on individualized math programs. Lunch time and after school tutoring was made available to students. Parents were provided with packets of materials and websites for additional practice outside of school and during the summer months. Furthermore, a new textbook series was implemented that had a more in-depth approach to the understanding, meaning, and application of mathematical concepts. These strategies have helped the school to significantly improve computational as well as overall math test scores.

During this same time period, overall scores in reading have increased from the 77th percentile to the 79th percentile and the total language scores increased from the 71st percentile to the 79th percentile. This reading increase is a result of more challenging practice in the areas of comprehension and vocabulary. The total language improvement is directly related to the daily application of formal English usage throughout all areas of the curriculum. This school-wide standard has helped students to understand the relevance of proper usage, thus not only increasing test scores but also the students' ability to express ideas with clarity and precision.

It is interesting to note that the Spanish/Latino subgroup scores for second grade math in 2003-04 were at a level lower than our student body. However, as these same students move through the years and the school's educational system, the scores increase. When this group of students was tested in fifth grade during the 2006-07 school year, their scores were even higher than the general school population. This signifies that the subgroups within the school's environment are participating in an educational system that meets their needs as it does the entire student body.

Assessment is an ongoing process. Mission Parish School will continue to concentrate on improving student learning, and thus test scores, by utilizing all available resources.

## **2. Using Assessment Results:**

There is a close, interwoven relationship between assessment and teaching. The teaching-assessment cycle establishes a learning atmosphere for students throughout the school year in all areas of the curriculum. Formal and informal assessments are critical to determine if students are fulfilling the curriculum requirements and reaching their potential. Faculty members meet each year to review ITBS and CogAT results and through longitudinal data are able to analyze scores for their current class, previous classes, and the school. Test results are analyzed for the whole school, for each grade, and for individual students.

Fully understanding our assessment data assists us in meeting the high expectations of our school community and its standard of excellence. Standardized testing takes place each fall; therefore, our data can be used both as a measurement of performance and as a diagnostic tool. Faculty members are trained to analyze assessment data and then use a variety of teaching methodologies to implement strategies that will work best with their current group of students. Identification of the strengths and growth areas within each class allows teachers and support staff to meet with small groups and individual students for reinforcement, enrichment, or clarification purposes.

Students are also included in the evaluation of assessment data. They are encouraged to note their progress and set goals based on their performance. Implementation of a plan for individual improvement is then established.

## **3. Communicating Assessment Results:**

Assessment data and student performance is communicated in various forms. Assessment data is first reviewed by the principal. Test results and various graphical representations are then presented to the faculty. A letter from the principal, which includes information on how to use and interpret scores, is included in the parent newsletter. Individual student reports are sent home with the first trimester report cards.

Back-to-School Night, held during the first weeks of school, gives parents an informative presentation that includes expectations for student achievement along with an overview of our previous standardized assessment results and goals. Throughout the academic year, students are kept apprised of their progress. Students set goals for personal and academic achievement and are taught the necessary tools for self-knowledge and assessment. An online assessment program is used for grades five through eight. This program allows students and parents to have continual access to the student's progress. Scheduled conferences are held with parents and students, and additional conferences are held as requested. During the first trimester conferences, standardized assessment data is discussed with the parents. In addition, general analysis of all student performance is reported in the weekly parent newsletter. Implementation of necessary modifications to the curricular program to continue growth is also reported in this manner. As an outreach to our parish and city community, the parent newsletter is posted on the school website for viewing. Individual teachers communicate weekly progress to the parents through newsletters, web pages, folders, agendas, telephone calls, and emails.

Student achievement is assessed continually throughout the school year. Each trimester, a progress report (grades 3-8) and report card (grades pre-k - 8) are sent home for all students. These reports evaluate academic achievements, study habits, and responsible behavior. Excellence and growth in student performance are highlighted in school assemblies, the parent newsletter, the school website, and the local press.

Curriculum in-depth studies are conducted on a continual basis as directed by the Diocese of Orange. In these studies, the effectiveness of curriculum and how it is presented is assessed and action plans are developed. An in-depth study is conducted each year to assess a particular curriculum area. The information gained in these studies helps to form curriculum and guide the purchase of new textbooks.

#### **4. Sharing Success:**

All achievements of Mission Parish School students are celebrated throughout the community. Awards and honors, both locally and nationally, are widely publicized through local media, the parish bulletin, and the school website. Local Catholic high schools that are attended by Mission Parish School graduates share information with the elementary schools, which in turn publicize successes of alumni. Regional faculty in-services allow time for teachers to meet with fellow professionals in their subject areas. They model, share, and discuss methodologies that have brought success to their students. Monthly principal meetings allow school leadership to stay abreast of trends and new research in education. This information is then brought back to individual school sites to share and discuss. The effectiveness of trends is analyzed and the faculty confers on what works for the students at Mission Parish School in order to maintain a viable, meaningful instructional program for further success.

Mission Parish School is very proud of our ability to weave 80 years of traditions and history into a program that constantly strives for academic excellence. A rich culture is the cornerstone for Catholic education in San Juan Capistrano and the surrounding area. Students receive an education in an environment that has been enriching lives for over 80 years. It would be a great honor for our school to be awarded Blue Ribbon School status. This success would be happily shared among the school and greater community through media announcements, assemblies, a banner, and direct mailings.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Mission Parish School provides a diverse and rich curriculum that exemplifies our philosophy. We strive to provide our students with an environment rich in heritage and tradition rooted in a strong faith community while placing emphasis on our commitment to academic excellence. We believe in a holistic approach to education that allows us to integrate our Catholic faith into all aspects of our educational programs. It is evident that our curricular goals closely follow the school's mission and are taken into consideration as we plan the curriculum.

Religion is taught as an academic subject which is only one aspect of the faith formation of the student. Students are guided to model Christ-like behavior and curricular areas are explored in the light of Catholic values. The spirituality of the student is further developed by opportunities to participate in liturgies, formal and spontaneous prayer experiences, and daily religion lessons. Service and community outreach projects evolve out of a need to put this learned faith into action. In this way, faith becomes a living experience.

The Science curriculum focuses on Earth, Life, and Physical Science as stated in the curriculum standards. Earth science includes the study of plate tectonics and structure, thermal energy and ecology. Life Science includes cell biology, genetics and evolution. Physical Science consists of motion, forces, structure of matter, chemical reactions, chemistry of the living systems, periodic table, density and buoyancy, and investigation and experimentation. All lessons are supported by hands-on lab activities at every grade level with students in grades three through eight in a fully equipped science lab. Science learning is extended with various presentations by the Discovery Science Center and fieldtrips to the local zoo and harbor. Most classrooms (1st-8th grade plus the science lab, computer lab, and library) are equipped with LCD projectors and screens for lessons using Discovery Science streaming. The 6th grade students also attend four days of Outdoor Science School.

Social Studies includes the exploration of historical figures, continuity and change in the world, geography, California history, and United States history. Curriculum standards include the understanding of world history and geography focusing on the Ancient Civilizations, Medieval Times, Early Modern Times, and United States history. The textbooks merely provide a foundation for deeper exploration of the topic. Study skills such as note-taking, making inferences, study techniques, and test taking tips are developed across the curriculum. Other activities that further this learning include the 4th grade overnight experience on the Tall Ship Pilgrim, the 5th grade overnight experience of the American Revolution Adventure, the 8th grade week in Washington D.C., featured speakers, projects, technology software, and various assemblies on campus.

The Spanish curriculum offers extensive studies of language, culture, geography, history, and music of Spain and Latin America. Beginning in pre-kindergarten, children are exposed to Spanish books, songs, and games. Older students are immersed in the culture and vocabulary is expanded through grammatically correct writing. Lessons focus on conversational Spanish and proper pronunciation. Junior high students complete a course of study that reviews complex grammatical structures thus preparing students for accelerated Spanish in high school. Spanish is available to all Mission Parish School students.

Computer Technology enhances student learning. Pre-Kindergarten through second grade students learn keyboarding skills and use software to support classroom curriculum. In grades three through eight, experiences in keyboarding, publishing, word processing, drawing, research techniques, and the responsible use of the internet are taught. Graduates are proficient in Word, Excel, and Power Point. Reports and presentation skills are mastered in preparation for high school and college. The A+ Anywhere Learning System strengthens the extensive core curriculum by providing the students with additional practice in basic

skills. Individualized, self-paced learning maximizes student progress. This opportunity for active learning helps students master skills and strategies important for their success.

Physical Education and Health incorporate lessons in physical fitness, athletic skills, coordination, good sportsmanship, and health related topics. Each year, students participate in the Presidential Physical Fitness Program. There is also a strong extra-curricular sports program for students in fifth through eighth grades.

In addition to a strong academic core, the students are given numerous opportunities in the Fine Arts to develop and nurture their unique talents and capabilities. All Mission Parish School students participate in the various activities. Programs offered include Art Masters (an interactive, multi-media art education program based on the lives and works of Master Artists), Class Act (a program sponsored by the Pacific Symphony Orchestra that enhances and supports music education in elementary schools), and annual celebrations like United Nations Day and St. Joseph's Day in which all students sing and dance. Participation in the arts greatly enhances a child's confidence, self esteem, and artistic ability. In turn, the school community is brought together by the collective shared experiences that these Fine Arts programs provide. This added dimension branches out into all areas of their life and benefits the student by creating greater enthusiasm and interest in all areas of learning. The goal of the school's comprehensive approach to Fine Arts is not only to expose but also to immerse each and every child in a variety of artistic experiences. The holistic approach of the Fine Arts program is designed to encourage each student to achieve the most of their spiritual, academic, and creative potential.

#### **2a. (Elementary Schools) Reading:**

Given the ever changing swing of the education pendulum, Mission Parish School has always maintained a well-balanced reading curriculum that meets the needs of individual students as well as our collective student body. In the primary and intermediate grades, we use basal readers that integrate reading, writing, and grammar. All genres of literature are represented with the development of challenging vocabulary woven throughout the series. The literature encourages the application to the everyday life experiences of the students. Comprehension skills which include identifying main ideas, recognizing characters, sequencing, making predictions and inferences, and drawing conclusions are taught. Grammar and writing skills are modeled and reinforced throughout the literature. Spelling proficiency is maintained through a supplementary text throughout the grade levels.

In the Middle Grade Program, a classic and contemporary literature-based curriculum is implemented. Again, real life connections that engage and motivate the students are a prime reason for using this material. As life-long learners, students need excellent communication skills which are taught daily through the literature to which they are exposed. They receive comprehensive instruction in reading and vocabulary, writing and applying language skills, grammar and spelling. Because of this integrated approach to reading, students better understand the connection among all components of the language arts program therefore resulting in higher achievement.

Students in grades kindergarten through eighth are also involved in the Accelerated Reading program. This program builds enthusiasm for reading and motivates students to read more often and to read books of better content. As a result, test scores increase and attitudes about school improve.

## **2b. (Secondary Schools) English:**

### **3. Additional Curriculum Area:**

Mathematics has been the focus for Mission Parish School for the past few years. Strengthening the program and providing a curriculum suitable for all students is the goal. Mathematics standards are set at each grade level and include number sense; algebra and functions; measurements and geometry; statistics, data analysis, and probability; and mathematical reasoning. Eighth grade students complete their elementary studies with extensive Algebra where they learn to understand and perform 25 mathematical standards.

Students in Kindergarten through fourth grade are taught in a whole group setting with the assistance of classroom aides for grouping. Students in grades five through eight are offered math instruction in a grade level program and an advanced level program. This allows for differentiated instructional lessons to address various learning styles.

All classes, grades Kindergarten through eighth, participate in a daily math drill activity to strengthen their basic skills. According to The National Mathematics Advisory Panel (a panel of experts convened by the President to assess math education nationally), students perform better in higher level math when they have basic facts as automatic recall. The panel also confirms that students need to both understand the concepts and memorize facts.

Students in grades three through eight attend a weekly math lab where they work on individualized math programs supported by the A+ Learning software. A+ consists of an extensive core curriculum based on state and national standards. Lessons include study guides, practice tests, and mastery tests.

Faculty members attend conferences and seminars in the areas of math to increase their math knowledge, add to their repertoire of teaching strategies, and remain updated with current trends. The information gained at these conferences is shared with the whole faculty.

### **4. Instructional Methods:**

Because each student has a different capacity and method of learning, the school employs a comprehensive and holistic approach that encourages each child to achieve success according to their potential and individual style of mastering the skill, material, or experience being presented.

Educators and administrators work together in the selection of textbooks and instructional materials. They also have been trained in various learning and teaching modalities. An exchange of information and ideas from the administration and faculty assists in adopting a diverse manner of teaching techniques. This involvement provides a bigger resource base for multiple experiences tailor-made for each situation.

Student learning is enhanced through many instructional and learning methodologies. Included are: lecture, large and small group instruction and interaction, teacher aide and volunteer tutoring, group and individual projects, drills for review and reinforcement, oral discussion and questioning, computers and visual media, manipulatives, hands-on activities, games, and integration of subjects throughout the curriculum. Lessons presented provide a multi-sensory approach using visual, auditory, tactile and spatial awareness. Given this wide range of learning experiences, the student's learning potential is maximized. Additionally, through their exposure to different ways of studying and learning, the students are taught to identify, and are encouraged to take best advantage of, the personal learning mode that will produce the most effective result for them.

The A+ software program is a powerful assessment tool for both student and teacher to discover areas of academic strengths and weaknesses. Using these results, students can review and further understand their best

learning mode and apply this information to advance to the next level of learning. In turn, this reinforces their own personal understanding of what works best for them; hence, setting into practice a life-long advantage in their journey of learning.

Teachers are actively involved in planning, directing, and facilitating student learning by using the knowledge base gathered in the classroom experience. To continue updating best practices in the classroom, teachers attend in-services, workshops, college courses and other forms of continuing education which improves the overall learning environment for the students.

## **5. Professional Development:**

The administrative approach to professional development is to provide the faculty with opportunities to grow as a group and individually. This will offer the students the best learning environment to meet unique and individual needs.

In recent years, training has been provided in interpretation and utilization of test results to improve student achievement both as a whole class and individually. Administering standardized tests in the fall allows the results to be used as a diagnostic tool. The entire faculty looks at strengths and areas of growth school wide, in each grade, and for individual student performance. After interpretation, discussion, and analysis of result data, a program is implemented that is appropriate for improvement and acceleration to meet the needs of our student population.

Training has been provided for faculty to understand and apply technology in the classroom. Professional training has helped the faculty to become increasingly comfortable with technology and model to students the continual use and importance of technology in life.

The faculty was involved with monthly training in teaching best practices through the use of the research-based book "Classroom Instruction That Works" by Marzano, Pickering, and Pollock. Also, literature on differentiating instruction has been studied. After discussion and sharing of ideas, application in the classroom was monitored by the administration with feedback on successes and areas of improvement.

Teachers attend classes, workshops, and in-services in areas best suited to meeting their needs for further educational development. Furthermore, teachers assess their student population and attend classes to enhance their ability to better meet the needs of their current student group.

## **6. School Leadership:**

At Mission Parish School, the leaders encourage the cultivation of Catholic values and the spiritual formation of the school community through worship, prayer and service. The spiritual leaders, the Pastor and Principal, actively take part in fulfilling the mission, and are dedicated to the philosophy. Policies and procedures reflect this commitment. School leadership provides an environment where children can experience learning and living, fully integrated in the light of our Catholic faith. This is reflected in the Student Learning Expectations, which are consistently refined and updated.

School leadership also focuses on the importance of academic development for faculty and staff. The staff is empowered to lead and serve through opportunities provided by the Pastor and Principal for spiritual growth and academic renewal. The staff is encouraged to attend the National Catholic Education Association Convention, workshops, seminars, in-services, Religious Education Congress, catechetical certification/recertification classes, and other programs. Funding is provided for many of these opportunities. All of the above is directly linked to the achievement of the Student Learning Expectations and the support of our philosophy.

Solid communication from the leadership is evident through weekly newsletters, emails, faculty bulletins, informal and formal meetings, and individual teacher/parent interactions. Through monthly faculty meetings and frequent departmental meetings, the administration fosters communication between faculty and administration so that shared responsibility and actions are established or reinforced to support student learning and faith development. Formal and informal observations of teachers by the Principal allow for dialogue and encouragement, as well as motivation for growth.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes  No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$6141</u>	<u>\$5968</u>	<u>\$5968</u>	<u>\$5968</u>	<u>\$5968</u>	<u>\$5968</u>
K	1st	2nd	3rd	4th	5th

<u>\$6141</u>	<u>\$6141</u>	<u>\$6141</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th

<u>\$0</u>	<u>\$0</u>
12th	Other

4. What is the educational cost per student? \$ 6000 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1473
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
1 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
11 %



Subject: Reading

Grade: 2 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	82	83	79	81	72
Number of students tested	34	29	27	36	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic or Latino (specify group)</b>					
Average Score					73
Number of students tested	7	8	6	8	11
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Scores reported for 2007-2008 are for tests taken in October 2008. Scores reported for 2006-2007 are for tests taken in October 2007, and so on.

Subject: Mathematics

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	78	65	79	68	67
Number of students tested	23	25	37	34	34
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic or Latino (specify group)</b>					
Average Score			69	44	
Number of students tested	2	8	11	10	7
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Scores reported for 2007-2008 are for tests taken in October 2008. Scores reported for 2006-2007 are for tests taken in October 2007, and so on.

Subject: Reading

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	81	77	79	77	76
Number of students tested	23	25	37	35	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic or Latino (specify group)</b>					
Average Score			73	51	
Number of students tested	2	8	11	10	7
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Scores reported for 2007-2008 are for tests taken in October 2008. Scores reported for 2006-2007 are for tests taken in October 2007, and so on.

Subject: Mathematics

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	66	66	71	75	64
Number of students tested	22	34	35	35	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic or Latino (specify group)</b>					
Average Score		67	60		56
Number of students tested	7	13	16	5	13
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Scores reported for 2007-2008 are for tests taken in October 2008. Scores reported for 2006-2007 are for tests taken in October 2007, and so on.

Subject: Reading

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	78	75	80	81	77
Number of students tested	22	34	35	35	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic or Latino (specify group)</b>					
Average Score		75	72		62
Number of students tested	7	13	16	5	13
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Scores reported for 2007-2008 are for tests taken in October 2008. Scores reported for 2006-2007 are for tests taken in October 2007, and so on.

Subject: Mathematics

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	79	61	66	76	69
Number of students tested	30	35	35	35	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic or Latino (specify group)</b>					
Average Score	71	64	53	67	
Number of students tested	12	12	12	17	3
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Scores reported for 2007-2008 are for tests taken in October 2008. Scores reported for 2006-2007 are for tests taken in October 2007, and so on.

Subject: Reading

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	79	75	82	76	80
Number of students tested	30	35	35	35	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic or Latino (specify group)</b>					
Average Score	75	71	61	63	
Number of students tested	12	12	12	17	3
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Scores reported for 2007-2008 are for tests taken in October 2008. Scores reported for 2006-2007 are for tests taken in October 2007, and so on.

Subject: Mathematics

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	58	76	69	67	68
Number of students tested	33	33	36	34	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic or Latino (specify group)</b>					
Average Score		71	52		65
Number of students tested	8	10	16	5	20
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Scores reported for 2007-2008 are for tests taken in October 2008. Scores reported for 2006-2007 are for tests taken in October 2007, and so on.

Subject: Reading

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	66	75	76	75	72
Number of students tested	33	33	36	34	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic or Latino (specify group)</b>					
Average Score		59	66		68
Number of students tested	8	10	16	5	20
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Scores reported for 2007-2008 are for tests taken in October 2008. Scores reported for 2006-2007 are for tests taken in October 2007, and so on.

Subject: Mathematics

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	71	69	71	67	75
Number of students tested	33	35	32	39	32
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic or Latino (specify group)</b>					
Average Score	62	58		63	
Number of students tested	10	14	5	20	7
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	73	75	81	77	78
Number of students tested	33	36	32	39	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic or Latino (specify group)</b>					
Average Score	61	63		73	
Number of students tested	10	14	5	20	7
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Scores reported for 2007-2008 are for tests taken in October 2008. Scores reported for 2006-2007 are for tests taken in October 2007, and so on.

Subject: Mathematics

Grade: 8 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	73	73	74	75	58
Number of students tested	32	33	39	32	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic or Latino (specify group)</b>					
Average Score			71		
Number of students tested	9	4	20	6	9
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Scores reported for 2007-2008 are for tests taken in October 2008. Scores reported for 2006-2007 are for tests taken in October 2007, and so on.

Subject: Reading

Grade: 8 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	82	83	80	83	75
Number of students tested	32	33	39	32	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic or Latino (specify group)</b>					
Average Score			76		
Number of students tested	9	4	20	6	9
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Scores reported for 2007-2008 were for tests taken in October 2008. Scores reported for 2006-2007 for for tests taken in October 2007, and so on.

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