

# 2005-2006 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

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

Name of Principal Mrs. Falba F. Turner  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Holy Family Catholic School  
(As it should appear in the official records)

School Mailing Address 9400 Neenah Avenue  
(If address is P.O. Box, also include street address)

Austin Texas 78717-5346  
City State Zip Code+4 (9 digits total)

County Williamson State School Code Number\* 74-1476590

Telephone ( 512 ) 246-4455 Fax ( 512 ) 246-4454

Website/URL http://www.holyfamilycs.org E-mail fturner@holyfamilycs.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\* Dr. Ned Vanders  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Austin Tel. ( 512 ) 873-7771

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

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

Name of School Board  
President/Chairperson Mr. Stephen E. Musil  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

## **PART I - ELIGIBILITY CERTIFICATION**

**[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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

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

2. District Per Pupil Expenditure: \_\_\_\_\_ N/A \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_ N/A \_\_\_\_\_

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

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 5+ Number of years the principal has been in her/his position at this school.

*Note: The principal was employed for a full planning year prior to the school's opening.*

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	23	17	40	7	17	7	24
K	31	21	52	8	12	12	24
1	31	21	52	9			
2	25	24	49	10			
3	24	25	49	11			
4	17	20	37	12			
5	19	24	43	Other			
6	12	27	39				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>409</b>

*Note: Figures in question 5 include 13 students displaced by Hurricane Katrina who were enrolled on October 1.*

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 56                | % White                          |
| 3                 | % Black or African American      |
| 34                | % Hispanic or Latino             |
| 7                 | % Asian/Pacific Islander         |
| -0-               | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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

7. Student turnover, or mobility rate, during the past year: 2.5%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	358
(5)	Total transferred students in row (3) divided by total students in row (4)	.025
(6)	Amount in row (5) multiplied by 100	2.5

*Note: Question 7 is 2004-2005 data.*

8. Limited English Proficient students in the school: 1%  
5 Total Number Limited English Proficient  
 Number of languages represented: 2  
 Specify languages: Korean, Spanish

*Note: Bilingual students at Holy Family also speak Cambodian, Indonesian, Russian, Tagalog, and Vietnamese.*

9. Students eligible for free/reduced-priced meals: 4%  
 Total number students who qualify: 13

*Note: The SES data is gathered by March 15 of each year on a survey distributed by the Diocese of Austin. The survey uses criterion figures provided by the federal government. The response rate was 95% of families for the March, 2005 report date.*

10. Students receiving special education services:   0   %  
  0   Total Number of Students Served

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

- |                                    |   |
|------------------------------------|---|
| <u>  1  </u> Autism                | <u>  </u> Orthopedic Impairment                 |
| <u>  </u> Deafness                 | <u>  8  </u> Other Health Impaired              |
| <u>  </u> Deaf-Blindness           | <u>  1  </u> Specific Learning Disability       |
| <u>  1  </u> Emotional Disturbance | <u>  1  </u> Speech or Language Impairment      |
| <u>  </u> Hearing Impairment       | <u>  </u> Traumatic Brain Injury                |
| <u>  </u> Mental Retardation       | <u>  </u> Visual Impairment Including Blindness |
| <u>  1  </u> Multiple Disabilities |   |

*Note: Holy Family does not administer IEPs. These 13 students are 100% mainstreamed and are supported by teacher attention and parent partnership.*

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  2  </u>	<u>  </u>
Classroom teachers	<u> 21 </u>	<u>  1 </u>
Special resource teachers/specialists	<u>  1 </u>	<u>  </u>
Paraprofessionals	<u>  4 </u>	<u>  1 </u>
Support staff	<u>  6 </u>	<u>  1 </u>
Total number	<u> 34 </u>	<u>  3 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers:   18.1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	97%	96%	97%	98%
Teacher turnover rate	14%	25%	17%	18%	8%

Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

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

## PART III - SUMMARY

**Mission.** “Holy Family Catholic School provides a nurturing environment that fosters the growth of the whole child – intellectually, spiritually, socially, and physically. Our school is Catholic: promoting the teachings of the Church and inclusive of diverse cultures and socioeconomic backgrounds. We work with parents and the Central Texas community to promote Christ-centered education with the highest moral and academic standards.”

**History, Governance, and Community.** After eleven years of prayer and planning, Holy Family Catholic School opened in August, 2000 in eight portable buildings with 158 students and a staff of 18. In August, 2001, the school moved to four buildings totaling 48,000 square feet on 20 wooded acres in an Austin residential subdivision. The school is now home to approximately 400 students from 22 zip codes.

Holy Family is a co-educational, Pre-K-8 school owned and operated by the North Central Catholic School Corporation, a 501(c) 3 which exists solely for this school. The school achieved full accreditation through the state-recognized Texas Catholic Conference Education Department in only four and one-half years from opening. The school maintains a special relationship with seven Catholic parishes in greater north Austin. Tuition and fees cover 93% of the operating budget; contributions from the parishes cover 7%; all fundraising dollars service the construction debt of \$4.9 million.

Admission is based on parish status and date of application. Holy Family accepts any student that can possibly be served by our program and does not use competitive testing.

The school community is young and culturally diverse. Dedicated to keeping the school accessible, the Board maintains an aggressive tuition assistance program, resulting in socio-economic diversity as well. An active parent association, as well as a grandparents’ association, provides service to the school and plans and executes three major fundraising events per year.

**Staffing.** Seventy-one percent of the founding faculty and administration are still employed by the school, including the principal. There is a full-time librarian, a full-time music/orchestra teacher, 1.5 Spanish teachers and 1.5 physical education teachers. The average teaching experience is eleven years.

**Program.** All aspects of the program happen in a context of commitment to quality supervision, which ensures a safe and healthy environment as well as a positive, accepting school atmosphere. Student discipline seeks to develop conscience, free will, and intrinsic motivation, as developmentally appropriate for the age.

The three classroom buildings each house a developmental level: prek-1, 2-3 and 4-8. The fourth building is a gymnasium. There are dedicated rooms for choral music, instrumental music, middle-school science lab, and a computer lab.

In keeping with the school's stated mission to foster the growth of the whole child, numerous developmentally appropriate extracurricular activities are offered, designed to emphasize skill-building, team-building and a student's pride in his or her involvement rather than competition, particularly in the early-age activities. The menu of activities is categorized by objective, such as academic, artistic, collaborative, competitive, creative, leadership development, personal development, physical/athletic and service/spiritual.

Students, parents, and staff participate in numerous charitable activities throughout the year. Collections assist local organizations serving the needy. Additionally, the school assists a school named Nazaret in Juticalpa, Honduras, which serves children with disabilities such as Down's Syndrome. The students and staff of Holy Family send supplies and Spanish-language communications as part of an on-going commitment to faith in action.

Thursday mornings, students gather for special children's liturgies celebrated by priests from the seven supporting parishes. These Masses have taken on special significance when the school community has honored Asian Catholic culture and the Feast of the Holy Vietnamese Martyrs; Hispanic Catholic culture and the Feast of Our Lady of Guadalupe; and African Catholic culture and the Feast of St. Benedict.

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

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### **ASSESSMENT RESULTS**

All Catholic schools in Texas use the Stanford 10, a test of achievement published by Harcourt Assessment. The test is norm-referenced, meaning that the results compare a student's performance to a nationally representative sample of students in the same grade. Stanford 10 uses a sample (norms) developed in 2002.

The most telling analysis that the school uses is to examine the data by quartiles. Quartiles divide the national sample into four groups based on relative performance. If Holy Family mirrored the nation, then there would be 25% of the Holy Family students in the top quartile, 25% in the second quartile, 25% in the third quartile, and 25% in the lowest quartile. Rather, the March, 2005 administration of the Stanford 10 showed the following array:

Reading            58% in top quartile, 27% in second quartile, 15% in lower two quartiles

Math                62% in top quartile, 23% in second quartile, 15% in lower two quartiles

In 2001-2004, the school had used Stanford 9, resulting in four years of longitudinal data. In March, 2003 and March, 2004, the scores were analyzed according to students who had been attending Holy Family three years or less versus those who had been here longer. In both years of analysis, the students who had been here longer outperformed those who had a shorter tenure. The most dramatic example was in March, 2004, when 39% of the newer students scored in the top quartile in math (top quarter of the nation), but 70% of the longer-attending students had math scores in the top quartile. The reasonable conclusion is that the program at Holy Family Catholic School appears to afford a positive, cumulative effect on achievement to students who attend three or more years.

Holy Family participates in the Duke University Talent Identification Program (TIP) which gives extremely high-achieving seventh graders the opportunity to take college-entrance exams and compare their scores with others in their cohort. The percent of seventh graders qualifying in the past three years has been increasing dramatically, with 74% qualifying in 2004. Last year, one student was recognized at the state level and another at the national level for their performance on these advanced tests.

Holy Family eighth-graders take EXPLORE, a test related to the ACT. In fall, 2005, 52% of the class (12 students) had a composite score above the 90<sup>th</sup>ile.

## USING ASSESSMENT RESULTS

Early each fall, the core content teachers in grades 1-8 participate in a goal-setting procedure. Each teacher is provided the previous spring's one-page score report for each student on the teacher's current roster(s). The report includes a list of approximately 50 skill clusters. For each cluster, data is provided showing the number of items, the number correct, and the number attempted, so that weaker performance may be interpreted in light of lack of mastery or failure to finish.

The report also shows, for each cluster, whether the student's raw score (number correct) is below average, average, or above average, compared to the national norms.

Teachers analyze their class's data in order to identify areas of relative weakness for the class. They complete a document identifying the target test area (such as Reading), the subtest (such as Word Study Skills), and one or more content clusters (such as Phonetic Analysis-Vowels). Then they write a measurable goal based on performance they hope the class will achieve in the next testing administration in the spring, such as "85% of students will score average or above average in Phonetic Analysis-Vowels."

Two additional sections of the worksheet ask the teacher to identify particular strategies that will be employed and to describe any resources or training they feel they need in order to have a positive impact on the goal area. This year, Title V funds are being used to strengthen materials and training for first- and second-grade literacy acquisition, in order to close the achievement gap more rapidly at those grade levels.

These goal sheets are reviewed in each instructional supervision conference following a classroom observation and in the context of the annual summative evaluation process.

## COMMUNICATING ASSESSMENT RESULTS

Approximately three weeks before the test administration, parents receive a document showing the names of the subtests and the number of items for each test for grades 1-7. This chart gives them an idea of what their child will experience and previews for them what is tested in future grades. The document also offers advice on preparing students for a quality testing experience.

Around the 1<sup>st</sup> of May, parents receive a page preparing them for upcoming parent conferences. This page explains the meaning of percentile scores and the reason that the diocesan schools do not report or use the grade equivalent score. In mid-May, there is a 20-minute parent conference in which the teacher presents and explains the child's scores, providing context about their relative importance in considering a child's achievement and, where needed, making suggestions for summer strategies to strengthen areas of concern.

Since the scores are placed directly into the hands of the parents, they are the persons who have the task of explaining the scores to the students. (This procedure is quite different for eighth graders, who take a different test called EXPLORE. The principal visits the class and presents an in-depth explanation of the meaning of the scores.)

In May or June, the principal's monthly newsletter describes the overall testing results to the parent community. They are presented again in the summer edition of the *Sentinel*, a development newsletter mailed to all parents and donors, about 3,000 persons.

In August, the principal presents a comprehensive test score analysis to the Board of Directors.

In the fall, a formal parent conference is held to deliver and thoroughly discuss all features of the first of four quarterly report cards and to elaborate on the teacher's strategies and school philosophies. Progress reports may be sent at the end of the third week and the sixth week of the quarter to alert parents if the student's achievement needs additional support.



## SHARING SUCCESSES

The principal has professional background in educational assessment and is called upon as a resource for the diocese. She has conducted in-service for fellow principals on interpreting scores for faculty, parents, and board, and on methods for effective goal-setting using assessment data. When educational assessment publishers are presenting to administrator groups, technical questions are sometimes funneled through her to the representative.

The National Catholic Educational Association has recently initiated a best practices newsletter for the Elementary Department. For a future issue, the school will submit an article regarding helping parents understand test scores and helping faculty set goals and use data to improve student and school performance.

Holy Family's successes in opening and developing a new school have been noticed, and strategies are willingly shared. The full curriculum was given to another school in CD format. Leadership from two newer schools have visited the campus and sought guidance in areas related to new schools. A high number of the professional staff (39%) have been trained and have served on accreditation teams for other Catholic schools in the state.

In 2004, Holy Family led the Austin-area schools in the diocese in forming a single district for the statewide Private School Interscholastic Association academic competitions, and hosted the first district meet.

The International Hospitality Council, a local contact for the U.S. Department of State, has three times brought study tours to visit Holy Family and discuss important educational issues. The groups have been from Kazakhstan, India and Pakistan.

## PART V – CURRICULUM AND INSTRUCTION

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### CURRICULUM

As an accredited school, Holy Family developed and maintains a comprehensive curriculum that includes the Texas Essential Knowledge and Skills, the Texas state compendium. In addition, all students have instruction in religion and Spanish. The program is curriculum-driven, rather than textbook-driven, and teachers strive to integrate the content areas and make cross-disciplinary connections. The goal is to prepare students to succeed in the most rigorous courses in the high school of their choice.

Religion: Religion class as well as integration of faith throughout the curriculum strives to equip graduates with a moral compass and to foster the ability and the will to be servant leaders of tomorrow. Beginning with the universal Christian principles in early childhood, Catholic doctrine is taught along with Church history, Church traditions, and expressions of Catholic faith in other cultures. Opportunities abound to put learning into action through leading worship, setting example, exercising moral choices, and participating in service to the community.

Spanish: Spanish instruction is every second day for pre-k through 5<sup>th</sup> grade and every day for all middle-school students, with the goal of placing out of the first year of high-school Spanish. In early childhood, Spanish class mirrors the regular class in teaching counting, calendar, weather, feelings, etc., through a multi-sensory approach. Elementary grades expand vocabulary and learn elements of Spanish culture, with a natural integration of religion concepts. In middle-school, formal grammar is taught.

English Language Arts: Early exposure to letters and sounds leads to writing-to-read activities in the early grades. Reading, the recursive writing process, speaking, listening, and handwriting are presented as integrated concepts and skills throughout the grades. Students consider literature in light of themes and values and also the writer's craft. The library is an important part of literacy acquisition early on as well as mastery of progressively expert research skills as students mature.

Mathematics: Concepts and skills are presented with a developmentally appropriate mix of concrete and abstract experiences. Students are taught to analyze processes and apply to authentic situations so that they will be intuitive about math, rather than just relying upon rote algorithms. Students who are ready for Algebra I in eighth grade may complete the course for high-school credit.

Science: The curriculum emphasizes the scientific process using content from the physical, earth, and life sciences. Lab experiences are common. Students are taught that faith and science are not contradictory.

Social Studies: Students learn the story of their nation and state, as well as that of ancient civilizations. Activities involve students in personally relevant appreciation of the values, mores, and issues of earlier times. American patriotism is taught, as well as global awareness of world geography and modern cultures.

Health and Physical Education: The goal is to promote self-respect and positive lifelong attitudes toward personal health and fitness. Personal health and safety including drug and alcohol awareness are part of the health curriculum. Physical education emphasizes collaborative games, developmental skill-building, and lifetime fitness knowledge and skills.

Music: The program for pre-k through 4<sup>th</sup> grade includes choral music, theory, movement, and integration of theatre arts and religion. Students in grades 5 through 8 may take orchestra or band.

Art and Theatre Arts: Skills are integrated through the disciplines, and the courses are electives for middle school.

Pre-kindergarten and kindergarten are five-day, full-day programs that are viewed as a gateway to the entire ten-year Holy Family experience. Using a developmental philosophy, objectives in the three domains of academic, social, and physical development are integrated all day long. In early childhood (pre-k and k), this integrated classroom approach covers English language arts (at least 40% of the instructional minutes), math (at least 20% of the instructional minutes), science, social studies, health, and art.

Technology is integrated throughout the program, with classroom teachers using technology applications to teach, and students using them to learn. Each classroom has five to seven computer workstations. Cross-age pairings (“buddies”) are used to enhance younger students’ curiosity and progress in technology. Guidance objectives are also integrated. For example, the study of Christian human sexuality occurs in religion, science, and health classes, according to the objective’s appropriate placement.

Over a seven-month period, the graduating class demonstrates their academic accomplishment by completing an Eighth-Grade Project, a comprehensive, multi-step assignment culminating in a persuasive essay supported by research and documentation. Students present the paper, supported by technology, to a faculty panel.

## **READING**

Holy Family Catholic School has developed an integrated language arts curriculum for all grades, pre-kindergarten through eighth. The rationale is the belief that the development of reading, writing, speaking and listening is enhanced when the skills for these strands are integrated with each other and throughout other content areas.

In the school’s first year, teachers in grades pre-k through two used this ELA curriculum to develop an Early Childhood Reading Philosophy that emphasizes early exposure to pre-reading and pre-writing skills, immersion in a print- and language- rich environment and a belief that literacy acquisition must include phonics instruction and daily opportunities for each student to read at his/her instructional and independent reading levels. Kindergarten and first grade begin writing using invented spelling which fosters the interconnection between reading and writing. The first-grade reading program uses leveled readers so that students may progress in their skill acquisition at their own rate to reach the benchmarks for the grade. In first grade, an instructional assistant is utilized to ensure that every child reads to an

adult every day. Second and third-grade teachers use the framework of a basal series; at fourth and fifth-grade, novel study is introduced in addition. Middle school students study the elements of literature, continuing to tie the reading curriculum to writing. Teachers read aloud to students at all levels.

Most recently, a committee of teachers, administrators, the librarian and a reading teaching assistant articulated the role of the library in reading skill development. A library philosophy was developed that states, in part, that a Holy Family student's library experience will include exposure to a wide variety of genre, guidance in selecting books that can be read at an independent level, and access to materials with age- and developmentally-appropriate content. A similar committee then developed a grade-by-grade progression of the degree to which library reading is guided for each age.

The reading curriculum, as is the case for all curriculum areas at Holy Family, is considered a living document. Language arts teachers are given the opportunity to suggest revisions for the coming school year based on their past year's experience with the reading curriculum document.

## **MUSIC**

Students in pre-kindergarten through grade 4 have general music class taught by a specialist. Over these years, students achieve mastery of music theory and become highly capable sight-readers and analytical listeners, eventually learning to write their own music individually and in groups, using their knowledge, their ear, and technology.

All this content occurs in a program which deeply integrates theatre arts and religion objectives. Students study and are taught to sing and appreciate American and patriotic standard selections, the musical styles of other cultures, and Catholic hymns from all cultures related to the liturgy of the week. Creative movement activities and creative thinking exercises mark each week's study.

A prized tradition at Holy Family is the annual Sound in Motion program. The special area teachers combine to create a performance by all students that integrates music, physical movement, and Spanish language and culture. Older students participate in choreographing their own dances and routines.

In grades 5-8, students may choose a fine art from among band, string orchestra, art, or theatre arts. Band students join with the teacher's classes in other schools to perform and to compete. String orchestra students hold concerts and play preludes and meditations during liturgy. The band and the orchestra sometimes perform in ensemble for special occasions such as the Veteran's Day ceremonies and the benefit concert held for the community to raise funds for victims of Hurricane Katrina.

The most popular extracurricular activity at Holy Family is choir for grades 3-8. These students rehearse weekly and sing at Mass. Annually, choir students provide leadership when Holy Family hosts the Diocesan Choir Festival.

## **INSTRUCTIONAL METHODS**

Decisions on the use of instructional strategies are based on the students' strengths and weaknesses, which are identified by various methods. Stanford 10 test results are used to concentrate on specific academic areas at the campus, grade, and classroom level. Classroom assessment tools such as teacher-made tests, unit projects, and student portfolios are also utilized.

Once areas of student improvement have been identified, vertical planning, grade-level agreement, and administrative guidance are used to select instructional methods. The administration assists in identifying research-proven strategies that address targeted curriculum objectives and supports teachers in selecting instructional materials.

Holy Family believes in the value of all different kinds of students interacting; therefore, homerooms are structured to be heterogeneous, and grouping for instructional activities is fluid. To ensure equal learning opportunities, classrooms are student-centered, and activities are designed for active student involvement. Teacher instructional techniques and methods include the use of manipulatives, open-ended questioning, partnering, and group work. Administrative observations of classroom

instruction seek to ensure equity of student participation to keep all students engaged, to check understanding, and to hold students accountable. The underlying approach to instruction is systematic curriculum alignment, to ensure that curriculum objectives, instructional methods, and assessment tools are carefully coordinated.

Holy Family accommodates to meet the individual needs of all students by ensuring age appropriateness and instructional value to all aspects of learning in classroom and extracurricular activities. Broadening of the curriculum is facilitated through technology integration. Spiraling and re-teaching of objectives to meet mastery are expected in order to support the purpose and relevancy of specific curriculum objectives.

## **PROFESSIONAL DEVELOPMENT**

Throughout the year, the administration gathers information to determine the need for summer committees and for professional development. End of year evaluations, which contain a goal-setting component, are used to identify common areas of interest or concern. Summer faculty committees and curriculum revisions may identify or reveal additional training or support needed to allow successful implementation of instructional strategies. In addition, the information may come from conversations with teachers, trends identified in classroom observations and follow-up conferences, Stanford 10 test data, report card review, and opportunities reported in professional literature and conversations with colleagues from other schools.

Monthly, teachers meet in level meetings (vertical groupings) to ensure continuity of instruction and consistent standards. In addition to content-based in-service, training is often related to the integration of technology into instruction. Because Holy Family intends to educate and minister to the whole child, training may also occur in strategies related to areas such as child anxiety, sensory integration disorder, and accommodation of special needs present within the student community that the school serves.

Pre-service, in-service, and after school trainings are designed and scheduled to fulfill a requirement of 42 clock hours per year for each faculty member. In addition to this on-campus training, teachers are also required to receive eight hours of professional development per year in another fashion. As part of the summative evaluation process, teachers identify and receive approval for their planned out-of-school training for the following year, in an area that will strengthen their classroom effectiveness. Each teacher is allotted up to \$150 for this type of conference or workshop. Grant monies, including federal funds channeled through the local school district, are used for this purpose as well.

Each year, one teacher is selected to participate in the Texas Teachers as Scholars program through the University of Texas Humanities Department, whereby teachers have the opportunity to come together in the university setting as students again to learn something new or deepen their knowledge in any area of their intellectual interest--regardless of the grade level or subject they teach.

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

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

1. Private school association(s): National Catholic Educational 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 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>4175</u>	\$ <u>4175</u>	\$ <u>4175</u>	\$ <u>4175</u>	\$ <u>4175</u>	\$ <u>4175</u>
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
\$ <u>4175</u>	\$ <u>4175</u>	\$ <u>4175</u>	\$ _____	\$ _____	\$ _____
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
\$ _____	\$ _____				
12 <sup>th</sup>	Other				

*Note: \$4175 is the base rate that applies to 91% of the students. Higher base rates are charged to out-of-parish students (\$4625) and non-Catholic students (\$5025). Sibling discounts and pre-payment discounts are utilized by a significant number of families.*

4. What is the educational cost per student? \$ 5639  
 (School budget divided by enrollment)

*Note: The figure in question 4 is based on 2004-2005 end-of-year statements. The school operational cost in 2004-2005 was \$4460 per student. The larger figure of \$5639 takes into account the corporation's debt service payments.*

5. What is the average financial aid per student? \$ 2418

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 11 %

*Note: In addition to the calculations cited in questions 5, 6 and 7, all tuition and fees were waived for all 16 students that have attended as a result of Hurricane Katrina.*

# PART VII - ASSESSMENT RESULTS

## ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

### With Subgroups

#### HOLY FAMILY CATHOLIC SCHOOL

**2004-2005**

Stanford 10

Form A, 2003

Harcourt Educational Measurement

**2002-2003 and 2003-2004**

Stanford 9

Form S, 1996

Harcourt Educational Measurement

Scores are reported here as percentiles.

No students are excluded from the test.

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing month	March	March	March
Test used	SAT 10	SAT 9	SAT 9
<b>Grade 7</b>			
Reading	87	75	80
Mathematics	87	67	80
Number of students tested	22	20	11
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
<b>Hispanic students</b>			
Reading	-	-	-
Mathematics	-	-	-
Number of students tested	7	9	5
<b>Grade 6</b>			
Reading	86	90	82
Mathematics	81	85	77
Number of students tested	25	21	19
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
<b>Hispanic students</b>			
Reading	-	-	-
Mathematics	-	-	-
Number of students tested	8	7	9

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing month	March	March	March
Test used	SAT 10	SAT 9	SAT 9
<b>Grade 5</b>			
Reading	90	87	87
Mathematics	92	87	90
Number of students tested	36	26	19
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES – Grade 5</b>			
<b>Hispanic students</b>			
Reading	90	-	-
Mathematics	92	-	-
Number of students tested	14	9	6
<b>Grade 4</b>			
Reading	87	87	83
Mathematics	85	84	80
Number of students tested	42	36	30
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
<b>Hispanic students</b>			
Reading	85	81	87
Mathematics	80	82	78
Number of students tested	13	12	10
<b>Grade 3</b>			
Reading	87	85	90
Mathematics	85	93	94
Number of students tested	37	43	36
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
<b>Hispanic students</b>			
Reading	83	80	88
Mathematics	87	92	92
Number of students tested	10	14	11

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing month	March	March	March
Test used	SAT 10	SAT 9	SAT 9
<b>Grade 2</b>			
Reading	65	82	82
Mathematics	72	85	88
Number of students tested	48	38	23
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
<b>Hispanic students</b>			
Reading	42	-	76
Mathematics	58	-	82
Number of students tested	15	9	14
<b>Grade 1</b>			
Reading	56	78	82
Mathematics	65	69	70
Number of students tested	49	46	47
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
<b>Hispanic students</b>			
Reading	52	69	78
Mathematics	50	55	63
Number of students tested	13	14	12