

***u2005-2006 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 Dr. Patricia Stegall
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 3340 S. Alameda
(If address is P.O. Box, also include street address)

Corpus Christi TX 78411-1821
City State Zip Code+4 (9 digits total)

County Nueces State School Code Number* NA

Telephone (361) 852-1211 Fax (361) 852-4855

Website/URL www.stpatrickschoolcc.org E-mail pstegall@stpatrickschoolcc.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* Mr. Rene Gonzalez
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Corpus Christi Tel. (361) 882-6191

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Donna Patrick
(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.

Date _____

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

**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

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 1 Number of years the principal has been in her/his position at this school.
6 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	29	33	62	7			
K	20	14	34	8			
1	15	19	34	9			
2	14	12	26	10			
3	15	12	27	11			
4	12	17	29	12			
5	10	10	20	Other			
6	14	23	37				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							269

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 45 | % White |
| 2 | % Black or African American |
| 52 | % Hispanic or Latino |
| 1 | % Asian/Pacific Islander |
| | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 10 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)]	29
(4)	Total number of students in the school as of October 1	266
(5)	Total transferred students in row (3) divided by total students in row (4)	.10
(6)	Amount in row (5) multiplied by 100	10%

8. Limited English Proficient students in the school: 1 %
3 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: German

9. Students eligible for free/reduced-priced meals: 14 %
 Total number students who qualify: 39

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

10. Students receiving special education services: .03%
1 Total Number of Students Served

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

<u> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 5 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 1 </u>
Classroom teachers	<u> 16 </u>	<u> </u>
Special resource teachers/specialists	<u> 6 </u>	<u> </u>
Paraprofessionals	<u> 11 </u>	<u> </u>
Support staff	<u> 2 </u>	<u> </u>
Total number	<u> 36 </u>	<u> 1 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 17:1

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 %	96 %	96 %	97 %	97 %
Daily teacher attendance	97 %	96 %	97 %	96 %	97 %
Teacher turnover rate	29 %	12 %	13 %	19 %	22 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

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

Graduating class size	_____
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	_____ %
Total	100 %

PART III - SUMMARY

The mission of St. Patrick Catholic School (SPS) is to educate children to know, love, and serve God through religion, academics, physical activities, and community service. The faculty and staff approach this endeavor in partnership with parents. St. Patrick is a parish school within the Diocese of Corpus Christi located in Corpus Christi, Texas. Established in 1950, and accredited by the Texas Catholic Conference Education Department by the authority of the Texas Education Association, it serves 269 students in grades PreK-3 through six.

As a Catholic school, religion is the foundation of the curriculum and influences everything in the school. The religious curriculum includes instruction in the tenets of the faith, an understanding of the Catechism of the Catholic Church, and, just as importantly, instruction in how to live one’s faith through action.

The academic curriculum begins with a strong foundation in reading and math. Students consistently score well on standardized tests. In the current year, 85% of students in the school scored above the fiftieth percentile in reading and 74% in math. St. Patrick School truly educates the “whole” child. In order to achieve this goal, there are formal programs in art, music, computer applications, guidance, and Spanish for all students in early childhood through sixth grade. Believing that a healthy body contributes to a healthy mind, physical education begins at age three and continues through all grades, with competitive athletics incorporated at an appropriate level.

At SPS, the school day does not end at 3:15. Extra-curricular activities are an essential element of the educational program. The school has an award-winning chess program and instruction in dance, guitar, piano, choir, and gymnastics. Students participate in organized basketball, volleyball, and track. Many belong to Boy Scouts and Girl Scouts, safety patrol, and serve as Altar Servers, lectors, musicians, and gift-bearers at Mass. Intersession and summer camps are provided during the school breaks.

The faculty and administration believe that assessment is critical to monitoring student progress, identifying priorities, and evaluating appropriate teaching strategies. Collaboration among teachers across grade levels is essential to monitor student development and achievement. Teachers continue their own education throughout their careers to enhance their teaching skills as well as their knowledge and understanding of children.

St. Patrick School is proud to include a diverse group of students from many ethnic and cultural groups, and students who come from various family structures and socio-economic levels. The school community believes that this diversity is a gift, providing adults and children an opportunity to model what a faith-filled community looks like. As a part of the school's service to the community, students conduct food drives for the hungry, collect clothing for the homeless and toys for children who have none, and send valentines to veterans. Hurricane Katrina provided an opportunity for the students to share what they had with those in need. They collected money for Catholic schools in Louisiana and supplies for evacuees who were housed here in Corpus Christi.

Among the most important attributes of the school are the strong faculty and staff and the continued support of the parents. Parents are a constant and welcome presence in the school. Their support allows the faculty and staff to meet and fulfill each child's needs more effectively.

High standards, a comprehensive curriculum, strong parental support, and proven instructional strategies promote outstanding achievement for every student at St. Patrick School and provide continuous formation of their spiritual development.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

St. Patrick administers the Metropolitan Achievement Test, 8th edition. The test is given in the fall of the year as mandated by the Diocese of Corpus Christi. Designed for testing a broad range of students with real world content, it is intended as a diagnostic instrument and is used to identify strengths and weaknesses of individual children, grade levels, and curriculum. The MAT 8 is a norm-referenced test and results represent the performance of students as compared to the norm group. St. Patrick students consistently score well above the overall norm group, the non-public norm group, and students in other Diocese of Corpus Christi schools.

The test is administered to all students in grades one through six. In the fall of 2005 six of one hundred seventy-two students who took the test had slight accommodations, such as oral questions in science and social studies. Of these six students, one receives special education services through the public schools. The other five have been referred and tested for learning disabilities. They do not receive public school special education services; however, the school accommodates them through Section 504 of the Rehabilitation Act of 1973. Since the test is administered in September, students must demonstrate the knowledge they have retained after a summer break and a few weeks of school.

The sixth grade is the exiting class whose scores qualify SPS to apply for the NCLB Blue Ribbon School Program. This class has shown consistent growth in reading and math over the last three years. In the fall of 2003 (fourth grade), they scored in the 71% in reading, and the 69% in math. In 2004 (fifth grade), their scores placed them in the 76% in reading and the 72% in math. In September of 2005 (sixth grade), they scored in the 82% in reading and the 77% in math. There is very little disparity among the subgroups. Hispanic students scored in the 79% in reading and the 71% in math, and white/non Hispanic students scored in the 77% in reading and the 72% in math. The Student percentile equivalent for the 90% on the MAT8 for fall norms is 80% for reading and 73% for math. The hard work of the students, along with the efforts of their teachers and parents, has qualified St. Patrick School to apply for this award.

The sixth graders were not alone in their success on the MAT8. First grade students, who were testing for the first time, scored in the 80% in reading, and the 77% in math, the second graders were in the 72% in reading, 78% in math, third grade scored in the 71% in both reading and math, fourth grade 84% in reading, and 85% in math. The fifth grade is the smallest class with only 20 students, however they scored in the 74% in reading and the 59% in math.

2. Using Assessment Results

Because the MAT 8 is administered in September, St. Patrick teachers use the results of standardized testing for diagnostic purposes. The results are one measure of the effectiveness of the curriculum, instructional strategies, textbooks, and other teaching materials.

Each teacher receives individual student reports as well as a group report for the grade level. The principal conducts an annual inservice on the interpretation of the test results, and teachers construct Stem and Leaf Diagrams for each subgroup of the reading and math tests. These diagrams help the teacher to determine the overall level of the class, to pinpoint any areas of weakness, and to identify any students who may fall outside of the group and need extra help or enrichment. Teachers work together to construct these diagrams and to understand the results of the tests so that they can use them effectively. Teachers also complete cumulative charts for each student to graph their progress through the grade levels.

The principal is working with a committee comprised of other principals from the Diocese to examine the overall results on the MAT8 to identify areas of the Diocesan Curriculum which need strengthening.

Another important method of assessment utilized by St. Patrick School is an “Outcome Skills Checklist.” Developed by the Catholic Schools Office and representative teachers, there are checklists for each subject area based on the Diocesan Curriculum Guides. The checklists are shared with the parents at the Open House in August so that they will know the expectations for their child. As each child masters an objective the date is noted on his/her individual checklist. This ensures that the teacher is aware of the progress of each child and whether the students need additional instruction to master the objective. The checklists follow the students to the next grade level so that the teacher has information concerning the student’s performance during the previous year.

3. Communicating Assessment Results

St. Patrick School exemplifies excellent communication between the various components of the school. One of the most effective methods of communication is the principal’s weekly newsletter. Known as the “Monday Note,” it includes information about upcoming events and activities, and is also utilized to share data about student performance on standardized tests, in academic competitions, and extracurricular activities.

Overall results for each grade level on the MAT 8 are shared with the parents. Individual parents are encouraged to meet with teachers or administrators to review their child’s performance on the test. The principal reports the results of the standardized testing to the Pastor and School Advisory Council at one of their monthly meetings.

All teachers send home student work on Mondays, and work is displayed in the hallways and the classrooms. Report cards are issued quarterly and Progress Reports are sent home in the middle of each quarter. Structured Parent-Teacher conferences are scheduled following the first and third quarters.

Teachers use these opportunities to discuss examples of student work, explain the report card, and share the Outcome Checklists. Either party may request additional Parent-Teacher conferences at any time. Teachers stay in contact with parents through email, short visits before and after school, and telephone conversations. The school holds an Open House twice a year, in August and January, however, parents are welcome in the school at any time.

4. **Sharing Success**

The St. Patrick School community is proud of their success and eager to share with others. The school web page contains information including the school calendar, tuition rates, the mission statement, admission requirements, academic programs and reading lists. The school has been featured in the community and Catholic newspapers and on local television stations. The Chess Team has its own website to keep parents informed about the program.

Teachers share their knowledge and expertise by serving on Diocesan committees and presenting at local educational conferences. They observe teachers in other schools to study best practices. Teachers from other schools and students from the local university often visit and observe in SPS classrooms. The principal has presented at local, state and national conferences. She is currently working with other Diocesan principals on committees to establish Curriculum Focus sessions so that grade-level teachers can share their successes and problems, and to evaluate the performance of the students in the Diocese overall on the MAT8. Teachers and administrators serve as visiting chairpersons and team members of accreditation teams for Catholic schools in the state of Texas. One of the teachers was honored last year with a national teaching award.

The school hosts and participates in Diocesan academic contests, spelling bees, science fairs, athletic events, and chess tournaments. The parish and other community members are invited to the school for programs and open houses, and SPS hosts a community Halloween Carnival each year.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum**

Reading and **math** are at the core of the St. Patrick Curriculum. Utilizing the objectives in Diocesan Curriculum Guides, which are based on the Texas Essential Knowledge and Skills (TEKS), the faculty implements the curriculum utilizing strategies that are determined to be most effective. This implementation is based on continuing analysis of the needs of the students and careful selection of effective instructional practices, particularly those with scientifically-based research demonstrating their efficacy.

Understanding that successful **reading** begins before a child encounters the printed word, students are assessed for phonological awareness when they enter the school at age three. Instruction begins here, and continues with phonics instruction, involvement with authentic literature, instruction in fluency and vocabulary, and finally, and most importantly, comprehension. The **language arts** curriculum includes communication skills such as oral interpretation, writing for various audiences and purposes, decision-making, generating and responding to questions, grammar and spelling. Different grade levels utilize combinations of basal readers, authentic literature, and other primary and secondary sources. The Accelerated Reader program is used as a supplement beginning in grade one, to provide self-paced comprehension assessment through computer-managed testing.

Believing that there are many parallels between strong reading instruction and strong **math** instruction, the SPS math program includes number operation, computation, problem solving, and reasoning. Math vocabulary is an important element, and practice and review are fundamental to mathematical learning. Problem solving requires the use of reading strategies, along with previously-learned and newly-acquired math skills. Along with a challenging textbook, teachers utilize supplementary materials and a wide variety of teaching strategies. In grades one through six the Accelerated Math program supplements instruction with remediation and enrichment.

The **science** curriculum at St. Patrick incorporates the spiritual as well as the intellectual. Instruction in the scientific method, analyzing data, critical thinking, problem solving, and the use of various tools to collect and analyze information are all essential. Again, the textbook is only one of the tools utilized to teach the required objectives. Students participate in the local, Diocesan, and Coastal Bend Science Fair and in various environmental programs including recycling and annual efforts to clean up the Bay Area beaches.

St. Patrick utilizes the **social studies** curriculum to teach students to respect people from all cultures and to become critical thinkers. Skills include reading and interpreting maps, geography, citizenship, history, government, and the study of local and world communities. Opportunities and experiences that emphasize the heritage, responsibilities and privileges of American citizenship are provided.

Because Spanish is an important language in this area of the state, the foreign language program consists of instruction in **Spanish** beginning at age three. The Spanish teacher develops the students' proficiency in listening, speaking, reading, and writing Spanish, as well as introducing them to the culture of Mexico.

Students at St. Patrick are fortunate to experience an outstanding **fine arts** program. All grade levels attend weekly classes in the **visual arts** where they learn about different artists and periods of art, and are introduced to the creative process to create their own works of art. They attend weekly **music** classes where they learn secular and religious music, experiment with various musical instruments, and begin the study of music theory. The music teacher also works with the students to develop an understanding and appreciation of **drama** through experiences on stage.

All students attend **computer** classes weekly where they gain knowledge of various computer applications and skills, which they then utilize to enhance their learning all subject areas.

The **physical education** program prepares students for lifetime physical fitness and encourages habits that will build and maintain good health. Students participate in the Presidential Fitness Program.

The St. Patrick School **Religion** program is designed to have students explore their faith, develop strong morals, and grow in the practice and understanding of their religion. It is deeply rooted in scripture. Although the academic element is important, the emphasis is on the practice of the faith. The school community seeks to help children learn the teachings of the Church and live their faith each day.

2a. (Elementary Schools) Reading

Beginning in PreK-3 and PreK-4, St. Patrick School teachers and parents instill the foundation of a student's reading education by reading to them and with them. Students learn about letters, words and sounds through a variety of experiences in literature, music and games. Building on phonemic and phonological awareness, formal instruction in phonics begins when students are ready, usually in PreK-4 or kindergarten, and continues through third grade.

Grades one through three utilize the Harcourt-Literature basal reading series, which has a strong emphasis on phonics, combined with authentic literature. The selections in Harcourt illustrate the quality and complexity of the material used to challenge students daily. In addition to the basal, teachers supplement reading instruction with the Modern Curriculum Press Plaid Phonics program to ensure that phonics instruction is systematic and explicit. Reading and Comprehension strategies, including generating and responding to questions, Emergent Readers, a reading tub, summarizing, graphic and semantic organizers challenge the students to develop their reading proficiency and fluency while encouraging them to gain pleasure through their reading experience.

Believing that repeated, monitored, oral reading is essential to a child's fluency, parent/child paired reading is encouraged through the Book It – Program and students read to each other using choral reading, partner reading, and readers' theatre. Students in K-5 through 6th grade utilize the Accelerated Reader Program. Vocabulary is taught systematically.

In grades four through six, trade books and novels are utilized to develop fluency and comprehension at different levels of complexity. By sixth grade, the reading curriculum is primarily composed of classic and contemporary literature, drama, magazines, newspapers, and online information offering a wide-scope approach to the reading experience.

3. Mathematics, Science, Art, Etc.

As a Catholic school, the curriculum at St. Patrick is spiritual as well as intellectual, and **religion** is at the core of instruction. Parents and teachers endeavor to help students develop the tools they need to excel in moral development as well as academics. Teaching first by example, textbooks, the Catechism of the Catholic Church, and other materials are utilized to ensure that students have a thorough understanding of Catholic doctrine. All of the programs in the school are designed to provide learning opportunities and experiences that foster personal commitment to religious values based on Christian involvement. Another major goal is to have students develop a positive attitude toward life-long education, including the power to think constructively, to solve problems, and to reason independently. The school endeavors to provide an atmosphere that encourages recognition of individual responsibility and service toward others. In April of each year, the ACRE test, published by the National Catholic Education Association, is administered to the fifth grade students. This test is designed to measure students' knowledge of their faith, as well as their beliefs, behaviors, attitudes, and practices. Many activities supplement classroom instruction, including participation in semi-weekly liturgies as lectors, musicians, altar servers, and gift bearers; plays and programs for Holy days such as the celebration of Our Lady of Guadalupe; the science fair, spelling bee, class plays, book reports, the annual 5K run/walk, Field Day, Career Day, and Grandparents Day.

The school community concurs with the mission statement of the Texas Catholic Conference Education Department that "[t]he effective Catholic school must call its students to the conviction that people are more important than material gain, that justice is more important than success, that love is more important than esteem, and that collaboration unites while competition divides. The truly successful Catholic school student is not necessarily one who is successful in every endeavor, but one who accepts Christian responsibility for fulfillment of personal potential and shares these gifts with others."

4. Instructional Methods

Teachers at St. Patrick School teach the objectives listed in the Diocesan Curriculum Guides, however, they are challenged to utilize the teaching methods and strategies they find to be most effective. They are

encouraged to enrich the curriculum, taking the students beyond the minimum requirements established by the Diocese. Grade level teachers plan together and share experiences. Lesson plans are designed to address all levels of Bloom's Taxonomy and to include various multi-sensory activities. The teachers at SPS utilize a variety of resources and instructional methods to ensure student learning. An understanding of Howard Gardner's Theory of Multiple Intelligences enables the teachers to engage the children in learning utilizing their individual strengths. Small group instruction, ability grouping, one-on-one instruction, peer tutoring, technology and manipulatives are employed to ensure the highest retention of new knowledge and skills. Individual ability levels are addressed in each class through the use of ability grouping in reading and math classes, and the Accelerated Reading and Accelerated Math programs. PreK-3, PreK-4, Kindergarten and grade one have teachers' aides to assist with instruction. Other grade levels have an optimal student-teacher ratio, not exceeding 20:1.

In addition to the grade-level teachers, SPS provides teachers for special subject areas. The Spanish, Computer, Music, Art, and Guidance instruction enhances the strong core curriculum by providing instruction through experimentation, demonstrations, and student-led group discussions. The special-subject teachers plan instruction for each class from K-3 through 6th grade. As additional educational resources, St. Patrick utilizes a Title I tutor and lab manager, a speech pathologist, an occupational therapist, and tutors to provide services to the students.

5. Professional Development

To ensure student success and improve academic achievement, St. Patrick School provides a wide variety of professional development opportunities. Staff development, the first component of the program, reflects the needs of the faculty and staff as determined by faculty surveys, analysis of test scores and observations by administrators. Recently, the staff development program has addressed a variety of topics, including learning disabilities, working with gifted and talented students, dyslexia, classroom management, core-curricular improvement, standardized test interpretation, scientifically-based reading instruction, parent/teacher communication, and crisis management and safety.

Teacher collaboration and planning are other important elements of the professional development program. Opportunities for collaboration are provided thorough the utilization of a schedule that allows grade-level teachers to have the same planning time. Teachers are provided the opportunity to visit other exemplary schools. Teachers from other schools and pre-service teachers from the local university often observe at St. Patrick. The school has a comprehensive mentoring program for new teachers. Each new teacher is assigned to a veteran educator who volunteers to talk, teach, help and listen to all the various needs of new teachers. The new teachers meet with the assistant principal regularly to share successes and challenges in a nurturing environment.

Professional conferences and in-services are the third component in the Professional Development program. St. Patrick School provides time and money for teachers to attend and participate in various national, state, and local conferences. Upon returning from professional conferences teachers provide a written report to the principal and share what they have learned with the faculty. This year, 27 members of the faculty and staff are raising funds and making plans to attend the National Catholic Educators Association Conference in Atlanta, Georgia.

In addition to professional development provided by the school, teachers are required to attend eight hours of professional development and ten hours of spiritual development per year during their personal time. The St. Patrick School professional development program creates the framework for a consistent and direct way to make the staff aware of current educational trends to ensure student success and academic achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

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 Education 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 No

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>3795</u> K	\$ <u>3795</u> 1 st	\$ <u>3795</u> 2 nd	\$ <u>3795</u> 3 rd	\$ <u>3795</u> 4 th	\$ <u>3795</u> 5 th
\$ <u>3795</u> 6 th	\$ _____ 7 th	\$ _____ 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ <u>3960</u> Other Pre-K				

4. What is the educational cost per student? \$ 4646
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 800

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 18%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 90%
Almost all students receive the parishioner discount.

PART VII - ASSESSMENT RESULTS

**St. Patrick School
Corpus Christi, Texas**

**Metropolitan Achievement Test
8th Edition, 1995
Harcourt Educational Measurement**

Scores are reported as percentiles. No students were excluded from the test.
Testing month is September for all years

	2005	2004	2003
GRADE 1			
Reading	80%	67%	76%
Math	77%	67%	72%
Number of students tested	34	32	36
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0.00%	0.00%	0.00%
SUBGROUP Scores			
Hispanic			
Reading	78%	64%	71%
Math	75%	59%	67%
# of students tested	17	16	15
White			
Reading	71%	66%	74%
Math	72%	67%	71%
# of students tested	16	14	20

GRADE 2			
Reading	72%	71%	82%
Math	78%	64%	79%
Number of students tested	25	32	34
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	1
Percent of students alternatively assessed	0%	0%	3%
SUBGROUP Scores			
Hispanic			
Reading	69%	65%	66%
Math	68%	51%	65%
# of students tested	14	12	15
White			
Reading	66%	68%	87%
Math	72%	64%	79%
# of students tested	10	20	18

GRADE 3	2005	2004	2003
Reading	71%	75%	60%
Math	71%	81%	55%
Number of students tested	27	33	32
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	1	3
Percent of students alternatively assessed	0%	3%	9%
SUBGROUP Scores			
Hispanic			
Reading	64%	70%	57%
Math	65%	71%	57%
# of students tested	12	15	14
White			
Reading	73%	73%	60%
Math	65%	74%	53%
# of students tested	15	17	18

GRADE 4			
Reading	84%	63%	71%
Math	85%	57%	69%
Number of students tested	29	28	32
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	1	3	4
Percent of students alternatively assessed	3%	11%	13%
Hispanic	n/a		
Reading	subgroup	63%	67%
Math	is too	59%	63%
# of students tested	small	14	17
White			
Reading	88%	65%	72%
Math	87%	55%	69%
# of students tested	18	13	14

	2005	2004	2003
GRADE 5			
Reading	74%	76%	73%
Math	59%	72%	57%
Number of students tested	20	36	12
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	3	2	4
Percent of students alternatively assessed	15%	6%	33%
SUBGROUP Scores			
Hispanic			n/a
Reading	72%	74%	subgroup
Math	55%	62%	is too
# of students tested	9	14	small
White			n/a
Reading	71%	73%	subgroup
Math	61%	73%	is too
# of students tested	11	20	small

GRADE 6			
Reading	82%	79%	70%
Math	77%	71%	64%
Number of students tested	37	12	39
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	2	4	3
Percent of students alternatively assessed	5%	33%	8%
SUBGROUP Scores			
Hispanic		n/a	
Reading	79%	subgroup	60
Math	71%	is too	54
# of students tested	15	small	17
White		n/a	
Reading	77%	subgroup	71%
Math	72%	is too	60%
# of students tested	20	small	22