

CURRICULUM REVIEW COMMITTEE

Summary of Recommendations – January 6, 2010

ELEMENTARY

1. Students in the primary grades are required to read for a specific number of minutes each evening with parents signing off that this was accomplished. It was suggested that the same be done when studying math facts.
2. Math is the weakest content area in the elementary school based on Scantron tests. It may be beneficial to look at the amount of time math class is scheduled for the intermediate grade students.
3. Student profiles should be developed for each student indicating his/her academic strengths and weaknesses.
4. Teachers should look at the principles of multiple intelligences to better service the academic needs of students.
5. Teachers should look at the amount of time "on task" to determine if all classroom time is being used effectively and productively.
6. Students should be involved in setting goals along with input from their classroom teachers commensurate with their age and grade level.

JUNIOR HIGH

Concerns with change from Traditional Schedule to Block Schedule

- Adjustment for students, especially 7th graders.
- Parent and Teacher perspective on impact of change

Foreign Language(s) Offering(s)

- No continuation of Spanish from the Elementary School
 - o Should the 7th graders be offered the opportunity to resume Spanish
- Opportunity for exposure to a new and different foreign language(s)

Tests continue to show Math may need further emphasis

- Compare Scantron scores of 7th grade to previous standardized test scores
- Compare Scantron scores of 8th grade to 7th grade standardized test scores
- Compare OGT and PLAN scores of 10th grade to 7th and 8th grade Scantron scores
- Can 4th block be better utilized (Opposite shared teacher courses) for Math instruction and/or help

Language Arts and Reading are two separate blocks in the Junior High

- Is that cost-effective as practice as both areas are taught within one class in high school
- Will the combination of the two subject areas create the opportunity for:
 - § New and different classes
 - § More emphasis in Math or other subjects that need additional coverage

Can Computer Applications, a current high school requirement, be covered in the Junior High?

- Extremely important to students new to St. Peter's Schools as Junior High has many each new school year
- Opens up another course elective in the high school
- Are there resources currently available to effectively maintain computer applications in the Junior High?
 - § Dave Evans available to teach a certain time of the day?
 - § Can a block be split in half with Computer Applications and another course

Phys. Ed., Health, Art, Music

- Parents of Junior High students are not familiar with specific time requirements in these courses
- Can Health be incorporated into other classes?
 - § Possibility and practicality?

Publications class and Careers class

- Can these blocks be better utilized in the future
 - § Foreign Language(s) class
 - § Computer Applications class
 - § More Math focus or another subject area in which scores show greater emphasis is needed

HIGH SCHOOL

11-30-09

We are still trying to decide whether to do two or three "tracks" or paths to success. I think that most favor 3 tracks

1. Least challenging but still prepare students for the work world or technical school
2. Medium challenge. Some honors and AP maybe but also room for less challenging classes.
3. Most rigorous –Perhaps skip "earth science" and take bio as freshman. Take the most challenging courses available including online or moodle classes as they are available and appropriate.

We also talked about helping students with college essays and getting financial aid for college.

Possible school or parish provided reward for Valedictorian.

Perhaps adding an Advanced Composition class that could incorporate creative and expository writing. All subject areas could be covered in this class. In addition to helping improve writing skills this would also enhance critical thinking.

I think this was about as far as we got. Looking forward to Monday's discussion

12-7-09

One of the decisions made was that the committee would make recommendations for curriculum changes but that the final implementation of said changes would need to be accomplished by the faculty and administration of the high school.

Forming a separate committee to work on the logistics of any curriculum changes was also discussed.

Recommended changes to curriculum:

The addition of an Advanced Composition class to enhance essay writing and critical thinking skills. Writing across the curriculum was also discussed. Suggest that teachers of all subjects assign writing projects and grade for spelling, organization, punctuation, etc. as well as content.

Eliminating the computer apps requirement or allowing classes such as yearbook, newspaper and drafting to fulfill this requirement. Computer apps would continue to be offered but would not be a required course. Adding this component to the junior high was also discussed.

Allow qualified students to skip Earth Science and enroll in Biology their freshman year.

Partner with Pioneer, Madison, Senior High or other qualified programs to offer technical options to our students. This would involve enabling students to take their St. Peters requirements in the morning or afternoon and leave the school during the other part of the day. This program would be for juniors and seniors only.

Tressa will meet with Father Tony and the Theology dept. to discuss this further and to ensure that students can successfully complete these alternative programs and graduate from St. Peters. The committee agreed that the value of full participation in the junior and senior theology classes would far outweigh the benefits of missing these classes to further a technical degree.

At an earlier meeting we also discussed fully exploring our options on “Moodle” (online education) and taking full advantage of this resource.

The idea of a “**senior project**” is very popular. Several time frames were discussed:

*End of Senior Year—means to combat “senioritis” and also make the last few weeks in high school more meaningful.

*End of Junior Year—junior theology deals with service and stewardship and this project would blend nicely with this class. Also, many colleges are looking for a service background and would like to see students take a strong leadership role in a large project. Completing this during junior year would give students the opportunity to use their experiences in college essays and applications.

Aspects of the project:

Student would research ideas and propose project to a teacher

Each student would have a faculty mentor to guide and facilitate project

Project would last approximately 3 weeks

Students would perform all duties to implement project in the allotted time and write a report on their experience.

Perhaps we could schedule an event where each student briefly presents their project to other students and parents . Several committee members are planning to investigate other schools to see how this project is implemented.

Would this be for credit?

Additional guidance for all students was proposed. Most committee members felt that students need help charting their future and that this may not be feasible with one guidance counselor for grades 7-12.

Idea of having faculty mentors or guides was discussed. Each member would meet with their students quarterly and discuss their options. Help would include:

*High school schedule planning

*College options

*Scholarship possibilities

*Any other problems or concerns

Great idea by Jim Phinney to divide up visiting alum into smaller groups on Alum Visitation Day in December and have those smaller alum groups meet with every grade level -- freshman through senior -- so students begin thinking early about colleges, majors, etc.

This idea was proposed in order to help students make more valuable and efficient use of their time and opportunities. Help them see that while AP and advanced classes are an option it is not always mandatory or wise to take every advanced class to get into college. “Stretch them but not break them” was a phrase that was used.

ST. PETER’S HIGH SCHOOL STANDARDIZED TEST SCORES

AP SCORES

AP SCHOLAR - grades of 3 or higher on 3 or more AP exams.

YEAR	NUMBER OF STUDENTS
2009	3
2008	5
2007	4

AP SCHOLAR WITH HONOR- average grades of at least 3.25 on all AP exams, and grades of 3 or higher on 4 or more of these exams.

YEAR	NUMBER OF STUDENTS
2009	2
2008	2
2007	4

AP SCHOLAR WITH DISTINCTION- average grades of at least 3.5 on all AP exams taken and grades of 3 or higher on five or more of these exams.

YEAR NUMBER OF STUDENTS

2009	3
2008	5
2007	0

ACT FIVE YEAR TRENDS – AVERAGE ACT SCORES

COLLEGE READINESS BENCHMARK SCORES FOR DESIGNATED COLLEGE COURSES

English Composition: 18 on ACT English Test

Algebra: 22 on ACT Mathematics Test

Social Science: 21 on ACT Reading Test

Biology: 24 on ACT Science Test

TOTAL TESTED			ENGLISH		MATHEMATICS		READING		SCIENCE		SOCIAL STUDIES	
GRAD YEAR	SCHOOL	STATE	SCH	ST	SCH	ST	SCH	ST	SCH	ST	SCH	ST
2005	46	80,732	24.2	20.7	22.3	21.2	24.3	21.9	22.7	21.5	23.5	21.4
2006	32	81,564	23.8	20.8	21.7	21.3	24.5	21.9	23.0	21.5	23.4	21.5
2007	30	86,080	25.7	21.0	23.1	21.3	25.9	22.0	23.6	21.6	24.7	21.6
2008	49	88,103	25.4	21.1	23.0	21.5	25.7	22.1	23.0	21.7	24.4	21.7
2009	31	88,754	26.2	21.1	24.4	21.4	26.9	22.2	25.1	21.7	25.8	21.7

OHIO GRADUATION TEST

THE OGT INCLUDES FIVE SUBJECTS: READING, MATHEMATICS, WRITING, SCIENCE AND SOCIAL STUDIES. IT IS GIVEN IN THE SPRING OF THE SOPHOMORE YEAR. THE CHART BELOW SHOWS THE PERCENTAGE OF GRADE 10 STUDENTS AT ST. PETER’S WHO PASSED (SCORED PROFICIENT OR BETTER) IN ALL 5 OGT SUBJECTS.

YEAR	READING	MATHEMATICS	WRITING	SCIENCE	SOCIAL STUDIES
2007	99	98	100	96	99
2008	100	96	100	92	96
2009	100	95	100	93	96

Here is the link to the survey done by Kathy Heichel and Anne Rhodes:

<http://www.surveymonkey.com>

Just to recap, we sent the survey to 130 graduates and got responses from 29. In order to view the results you must have the login information.

Username: librannie

Password: catcew

You can view all of the results to one particular question or you can look at one respondent's complete bank of answers. It is interesting to look at some of the responses based on the person's major in college.