



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

OFFICE OF THE DIRECTOR

FAX TRANSMITTAL

TO:

Anne O'Leary

PHONE:

FAX:

FROM:

OFFICE OF PUBLIC AFFAIRS

756-2878

PHONE:

202-401-3026

FAX: (202) 260-7753

PAGE(S) TO FOLLOW:

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MESSAGE:

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8/8/00

Note to Kevin Sullivan

Kevin:

Attached is the information we have been able to gather so far about St. Anthony's School and Holy Redcemer School. Maureen Dowling, a former Catholic school principal, who is new on our staff, called the schools and the Archdiocese of Washington. She is still waiting for some people to call her back, and she learns anything new that is significant she will tell you.

Although Maureen was unable to find out about any awards that have been given the schools, the principal of St. Anthony's School told her that the students have "the highest test scores in the city," and the students have gone on to outstanding Catholic high schools.

You might want to point out to your people that St. Anthony's is hosting an Open House tomorrow (Wednesday) at 10 a.m.

Maureen also included other information that would be of interest to parents considering the schools.

I am scrambling to wrap things up, because starting tomorrow I will be away for almost three weeks on a trip to Africa. If you have any questions, please feel free to contact Maureen directly (260-7820).



Jack Klenk
401-00375

Attachments

August 8, 2000 -- 9:00 a.m.

St. Anthony's School
12th & Lawrence Street, NE
Washington, DC 20017
Principal: Mr. William Eager
E-Mail: stanthdc@erols.com
202.526.4657
Pre-Kindergarten-Grade 8
Before and After Care

- St. Anthony's School is sending a packet of literature/materials to our office.
- The school is 78 years old and Mr. Eager has been principal for 4 years.
- **On August 9, 2000, the school is hosting an Open House at 10:00 a.m.** for interested parents.
- The school presently has openings in the Pre-school and grades 3-6.
- **Enrollment: 273**
- **Make Up:**
 - 70% are non-Catholic
 - 95% African American
 - 3% African
 - 2% Caucasian
- **Class size:** PreK-3 -- 20 students; 4-8 -- 25 students
- **Graduates:** Over 95% of graduates go to Catholic high schools (DeMatha, Gonzaga, Georgetown Visitation, Stone Ridge, Archbishop Carroll, Elizabeth Seton) Last year's graduating class received \$200,009 in high school scholarships.
- **Standardized test scores:** "Highest test scores in the city," according to the principal. Students have traditionally done well on standardized tests.
- **Strengths:** According to the principal, *"The school has a strong educational program; a lot of structure; is focused on discipline and respect; has a strong community and family atmosphere."* The principal's own children attend the school. The principal made no mention of awards or special recognition.
- **Tuition rates:**

	<i>In Parish</i>	<i>Out-of-Parish</i>	<i>Non-Catholic</i>
<i>One Child:</i>	\$2,300	\$3,000	\$3,100
<i>Two</i>	\$3,680	\$4,715	\$4,992

Holy Redeemer School
1135 New Jersey Avenue, NW
Washington, DC 20001
Principal: Mrs. Mildred Tyler
E-Mail: hrdcstu@erols.com
202.638.5789
Pre-Kindergarten-Grade 8
Before and After Care

- The principal is out until August 14 and the secretary will send a packet of information to our office. (Unfortunately, she could not address questions concerning indicators of quality -- awards, standardized tests, and special programs.)
 - There are some openings in the school.
 - Interested parents may schedule a meeting/Open House visit with the principal.
 - Tuition Rates*:

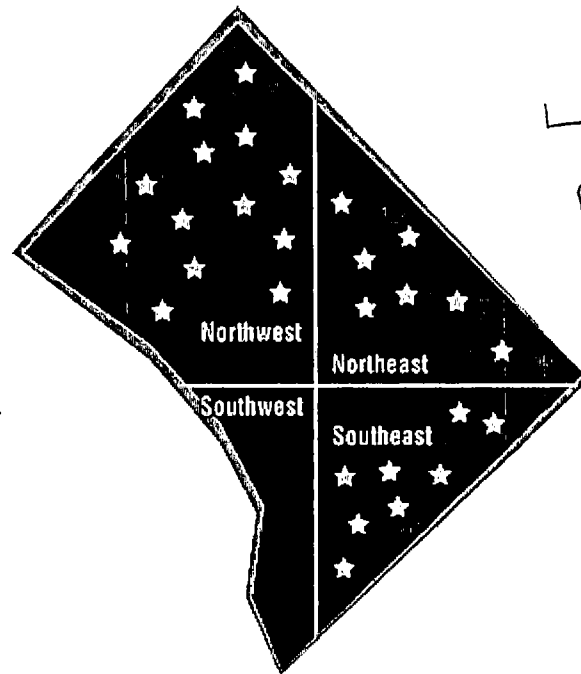
	<i>In Parish</i>	<i>Out-of-Parish</i>	<i>Non-Catholic</i>
<i>One Child:</i>	\$2,640	Same	Same
<i>Two</i>	\$3,597	Same	Same
- *May be higher for the 2000-01 school year*

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DISTRICT OF COLUMBIA ELEMENTARY SCHOOLS

1999-2000

Stars indicate locations of elementary schools within the D.C. area.



All are coeducational unless otherwise indicated.

(*) indicates private Catholic school. All others are Archdiocesan or parish.
(G) indicates a school for girls
(B) indicates a school for boys

Tuition Rates cited below are for the 1999-2000 school year. Please contact the schools for information on 1999-2000 tuition rates.

ANNUNCIATION SCHOOL

3825 Klingle Place, NW, 20016

Principal: K. Marguerite Conley

202-362-1408; FAX 202-363-4057

E-Mail: annun@erols.com

Web Site: <http://www.ces-msa.org> (Click on "Registry" for alphabetical listing of schools to find information about this school)

Kindergarten - Grade 8

After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$3,400	Same	Same
Two	\$6,000	Same	Same
Three	\$8,250	Same	Same
Four	\$10,800	Same	Same

ASSUMPTION SCHOOL

220 High View Place, SE 20032

Albany - more similar
Forest
Deschamps
DCW...
631-632-7667

Vermilion

Class-size
ten garden
street area
- this
NABP
attending with
community

Vermilion
To make an appointment
to Vermilion
principles

Julie Trolino
↓

246-3993

- forward -

Principal: Mr. Christopher Kelly
 202-562-7070; FAX 202-574-5829
 E-Mail: assumdc@erols.com
 Kindergarten - Grade 8
 Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,580	Same	Same
Two	\$3,870	Same	Same
Three	\$4,800	Same	Same
Four	\$5,330	Same	Same

BLESSED SACRAMENT SCHOOL

5841 Chevy Chase Pkwy, NW 20015
Principal: Mrs. Frances Scango
 202-966-6682; FAX 202-966-4938
 E-Mail: fscango@blessed-sacrament.com
 Kindergarten - Grade 8
 Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$3,400	\$6,000	Same
Two	\$5,700	\$12,000	Same
Three	\$7,600	\$18,000	Same
Four	\$7,600	\$24,000	Same

HOLY COMFORTER/ST. CYPRIAN SCHOOL

1503 E. Capitol Street, SE 20003
Principal: Ms. Deborah Jackson-Nesmith
 202-547-7556; FAX 202-547-5686
 E-Mail: hscadm@erols.com
 Pre-Kindergarten - Grade 8
 Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,450	Same	Same
Two	\$3,670	Same	Same
Three	\$4,650	Same	Same
Four	\$5,150	Same	Same

HOLY NAME SCHOOL

1217 West Virginia Ave, NE 20002
Principal: Sr. Owen Patricia Bonner, SSJ
 202-397-1614; FAX 202-398-4832
 E-Mail: sister.patricia@gte.net
 Pre-Kindergarten - Grade 8
 Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,540	Same	Same
Two	\$3,520	Same	Same
Three	\$4,450	Same	Same
Four	\$4,950	Same	Same

✓ **HOLY REDEEMER SCHOOL**
 1135 New Jersey Avenue, NW 20001
Principal: Mrs. Mildred Tyler
 202-638-5789; FAX 202-628-0401
 E-Mail: hrdcstu@erols.com
 Pre-Kindergarten - Grade 8
 Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,640	Same	Same
Two	\$3,597	Same	Same
Three	\$4,818	Same	Same
Four	\$6,039	Same	Same

HOLY TRINITY SCHOOL
 1325 36th Street, NW 20007
Principal: Mrs. Ann Marie Crowley
 202-337-2339; FAX 202-337-0368
 E-Mail: acrowley@trinity.pvt.k12.dc.us
 Web Site: <http://babybear.trinity.pvt.k12.dc.us>
 Nursery - Grade 8
 Before and After Care

Tuition Rates	In-Parish Grade 6-8	Out-of-Parish Grade 6-8	Non-Catholic
One Child	\$5,200	\$6,500	Same as out of parish
Two	\$9,600	\$13,000	Same
Three	\$13,800	\$19,500	Same
Four	\$18,000	\$26,000	Same

Tuition Rates	In-Parish Grade 1-5	Out-of-Parish Grade 1-5	Non-Catholic
One Child	\$5,000	\$6,500	Same as out of parish
Two	\$9,200	\$13,000	Same
Three	\$13,200	\$19,500	Same
Four	\$17,200	\$26,000	Same

Early Childhood (Nursery, Pre-K and K) tuition is \$6,600 per child for parishioners, \$7,600 per child for non-parishioners.

IMMACULATE CONCEPTION SCHOOL
 711 N Street, NW 20001
Principal: Sr. Carol Ann Knight, SHCJ
 202-234-1093; FAX 202-462-6875
 E-Mail: carolaknight@erols.com
 Web Site: <http://www.ces-msa.org> (Click on "Registry" for alphabetical listing of schools to find information about this school)
 Pre-Kindergarten - Grade 4
 Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,100	Same	Same
Two	\$3,150	Same	Same
Three	\$4,000	Same	Same
Four	\$4,500	Same	Same

NATIVITY CATHOLIC ACADEMY

6008 Georgia Avenue, NW 20011

Principal: Ceasar R. Camarillo

202-723-3322; FAX 202-291-0219

E-Mail: NCALearnAcademy@netscape.net

Pre-Kindergarten - Grade 8

Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,550	\$2,650	\$2,800
Two	\$4,512	\$4,687	\$4,950
Three	\$6,277	\$6,519	\$6,881

OAKCREST SCHOOL G *

4101 Yuma Street, NW 20016

Principal: Ms. Barbara Falk

202-656-9736; FAX 202-686-5920

E-Mail: sodonnell@oakcrest.org

Grades 7-12

*Tuition for Grades 7-8 is \$6,950**See also high school directory***OUR LADY OF PERPETUAL HELP SCHOOL
V STREET UNIT**

1409 V Street, SE 20020

Principal: Mrs. Charlene Hursey

202-889-1662; FAX 202-610-1519

E-Mail: ladyvst@erols.com

Pre-Kindergarten - Grade 4

Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,600	Same	Same
Two	\$3,900	Same	Same
Three	\$4,940	Same	Same
Four	\$5,440	Same	Same

**OUR LADY OF PERPETUAL HELP SCHOOL
MORRIS ROAD UNIT**

1604 Morris Road, SE 20020

Principal: Sr. Elizabeth Semmelmayr, SSND

202-678-0211; FAX 202-610-1519

E-mail: ladymorr@erols.com

Grades 5 — 8

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,600	Same	Same
Two	\$3,900	Same	Same
Three	\$4,940	Same	Same
Four	\$5,440	Same	Same

OUR LADY OF VICTORY SCHOOL

4755 Whitehaven Parkway, NW 20007

Principal: Ms. Susan Milloy

202-337-1421; FAX 202-338-4759

E-Mail: olvsdc@erols.com

Nursery - Grade 8

After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$3,000	\$3,900	Same
Two	\$5,900	\$7,700	Same
Three	\$8,750	\$11,450	Same
Four	\$11,200	\$11,800	Same

OUR LADY QUEEN OF PEACE SCHOOL

3740 Ely Place, SE 20019

Principal: Ms. Tamara B. Coward

202-584-4278; FAX 202-584-1922

E-Mail: olqpadmin@erols.comWeb Site: <http://www.ces-msa.org> (Click on "Registry" for alphabetical listing of schools to find information about this school)

Pre-Kindergarten - Grade 8

Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,600	Same	Same
Two	\$4,200	Same	Same
Three	\$6,600	Same	Same

SACRED HEART SCHOOL

1625 Park Road, NW 20010

Principal: Juana Tancig-Brown

202-265-4828; FAX 202-265-0595

E-Mail: sacredht@erols.com

Pre-Kindergarten - Grade 8

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,690	Same	Same
Two	\$3,900	Same	Same
Three	\$4,680	Same	Same
Four	\$5,180	Same	Same

ST. ANN'S ACADEMY

4404 Wisconsin Avenue, NW 20016

Principal: Mrs. Barbara A. Kelly

202-363-4460; FAX 202-362-6560

E-Mail: stannofc@erols.comWeb Site: <http://members.aol.com/twhite1985/1.html>

Pre-Kindergarten - Grade 8

Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$3,600	Same	Same
Two	\$5,700	Same	Same
Three	\$6,000	Same	Same
Four	\$6,000	Same	Same

ST. ANSELM'S ABBEY SCHOOL B*

4501 S. Dakota Avenue, NE 20017

Principal: Rev. Peter Weigand, OSB, MTS

202-269-2350; FAX 202-269-2373

E-Mail: mainoffice@st-anselms.pvt.k12.dc.usWeb Site: <http://www.ee.cua.edu/~stanselm>

Grades 7 - 12

*Tuition for Grades 7 - 8 is \$11,000**Tuition for Grade 6 is \$10,800**See also high school directory.***ST. ANTHONY'S SCHOOL**

12th and Lawrence Street, NE 20017

Principal: Mr. William Eager

202-526-4657; FAX 202-832-5567

E-Mail: stanthdc@erols.com

Pre-Kindergarten - Grade 8

Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,067	\$2,745	\$2,851
Two	\$3,381	\$4,473	\$4,653
Three	\$4,558	\$5,904	\$5,904
Four	\$4,558	\$5,904	\$5,904

ST. AUGUSTINE SCHOOL

1421 V Street, NW 20009

Principal: Mrs. Shelore C. Williams

202-667-2608; FAX 202-667-2610

E-Mail: august1@erols.com

Pre-Kindergarten - Grade 8

Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,455	\$2,585	Same
Two	\$3,680	\$3,880	Same
Three	\$4,785	\$5,035	Same
Four	\$5,885	\$6,200	Same

ST. BENEDICT THE MOOR SCHOOL

330 21st Street, NE 20002

Principal: Sr. Brenda Cherry, OSP

202-397-3897; FAX 202-388-7874

E-Mail: saintbenedict@juno.com

Pre-Kindergarten - Grade 8

Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,250	Same	Same
Two	\$4,050	Same	Same
Three	\$5,540	Same	Same
Four	\$7,040	Same	Same

ST. FRANCIS DE SALES SCHOOL

2019 Rhode Island Avenue, NE 20018

Principal: Sr. Marie Joette Ebert, OSF

202-529-5394; FAX 202-529-1620

E-Mail: stfrandes@erols.com

Pre-Kindergarten - Grade 8

Before and After Care PK — 4

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,200	\$2,205	Same
Two	\$3,899	\$3,866	Same
Three	\$5,057	\$5,008	Same
Four	\$6,000	\$5,751	Same

ST. FRANCIS XAVIER SCHOOL

2700 O Street, SE 20020

Principal: Mrs. Kathleen Pardue

202-581-2010; FAX 202-581-1142

E-Mail: pardue75@aol.com

Kindergarten - Grade 8

Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,990	Same	Same
Two	\$4,490	Same	Same
Three	\$5,700	Same	Same
Four	\$6,200	Same	Same

ST. GABRIEL'S SCHOOL

510 Webster Street, NW 20011

Principal: Ms. June Felix

202-726-9212; FAX 202-726-3378

E-Mail: stgabr@erols.com

Kindergarten - Grade 8

After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,753	Same	Same
Two	\$4,277	Same	Same
Three	\$5,483	Same	Same
Four	\$5,583	Same	Same

ST. JOHN'S COLLEGE MIDDLE SCHOOL*

2607 Military Road, NW 20015

President: Bro. Thomas Gerrow, FSC**Principal: Bro. Hal DeLuca, FSC**

202-363-2316; FAX 202-686-5162

E-Mail: admissions@mail.st-johns.pvt.k12.dc.usWeb Site: <http://www.st-johns.chs.org>

Grades 7 - 8

*Tuition for Grades 7 - 8 is \$6,300.**See also high school directory.**Grade 7-8 is a boys' program, grades 9 - 12 are coeducational.***ST. PETER'S INTERPARISH SCHOOL**

422 Third Street, SE 20003

Principal: Ms. Pamela Klobukowski

202-544-1618; FAX 202-547-5101

E-Mail: stpeter@erols.comWeb Site: <http://www.stpetersinterparish.org/>

Pre-Kindergarten - Grade 8

Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$3,470	\$4,120	\$4,120
Two	\$6,940	\$8,240	\$8,240
Three	\$10,410	\$12,360	\$12,360
Four	\$13,880	\$16,480	\$16,480

ST. THOMAS MORE CATHOLIC SCHOOL

4265 4th Street, SE 20032

Principal: Mr. Wilford Graham

202-561-1189; FAX 202-562-2336

E-Mail: stomore@erols.com

Pre-Kindergarten - Grade 8

Before and After Care

Tuition Rates	In-Parish	Out-of-Parish	Non-Catholic
One Child	\$2,690	Same	Same
Two	\$3,860	Same	Same
Three	\$4,860	Same	Same
Four	\$5,390	Same	Same

Special Programs**ST. JOSEPH'S CENTER**

611 Edgewood St., NE 20017

Director: Ms. Jenelle Starghill

202-526-0100

Preschool (ages 2 - 5)

LT. JOSEPH P. KENNEDY INSTITUTE

801 Buchanan Street, NE 20017

President/CEO: Rev. Dr. Richard Birkel

Director of Education: Mr. Steven Wesley, Ed.S.

Director of Catholic Schools Inclusion: Rev. Joseph Sileo

202-529-7600 (Voice/TTD)

FAX 202-529-2028

E-Mial: rcbirkel@kennedyinstitute.org

Kennedy Institute provides early intervention and education, training and employment, therapeutic and residential services to children and adults with development disabilities throughout the Archdiocese of Washington. It also provides support for inclusion to all Catholic schools in the Archdiocese.

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CATHOLIC SCHOOLS OFFICE STAFF

Archdiocesan Pastoral Center
P.O. Box 29260
Washington, DC 20017
Fax: (301) 853-7670

The Catholic Schools Office falls under the aegis of the Secretariat for Catholic Education, along with the Office for Religious Education, Office of Youth Ministry/Catholic Youth Organization, Campus Ministry, the Sacred Heart Basic Adult Education Center and the Society for the Propagation of the Faith/Holy Childhood Association. The Secretary for Catholic Education is **Sr. Bernadette Glodek, SND de N.** (glodekb@adw.org), and the Assistant Secretary for Catholic Education is **Rev. Charles Parry** (parryc@adw.org).

Mr. Lawrence S. Callahan

Superintendent

Supervises and directs all aspects of the educational program for 33,000 students enrolled in 17 high schools, 75 parish elementary schools, 9 private elementary schools. (301) 853-4518 (callahal@adw.org).

Br. William Griffin, CFX

Assistant Superintendent, Secondary Schools

Advise and assist Superintendent of Schools on all matters related to secondary education. Coordinates Catholic high school admissions; liaison to high school presidents and principals; co-coordinator of annual Catholic School Convention. (301) 853-4588 (griffinw@adw.org).

Mrs. Trudy Sampugnaro

Assistant Superintendent, Elementary Schools

Advise and assist Superintendent of Schools, principals and pastors on all matters related to elementary education. Facilitates cooperative efforts between the Catholic Schools Office and the Elementary School Principals Association. Facilitates elementary school advisory board training and formation. (301) 853-4518 (sampugnt@adw.org).

Mr. Vincent Clark

Director of School Marketing and Public Relations

Coordinates marketing, public relations, media and advertising. (301) 853-4589 (clarkv@adw.org).

Ms. Suzette Chagnon

Director of School Personnel; Regional Coordinator for northern to middle Prince George's County

Coordinates personnel issues and contracts for lay principals and teachers; liaison to designated Prince George's Catholic elementary

schools. (301) 853-4588 (chagnons@adw.org).

Sr. Eileen Clinton, IHM

Director of Curriculum Services; Regional Coordinator for Southern Maryland and southern Prince George's County

Coordinates elementary school curriculum development, early childhood consultation; liaison to Catholic elementary schools in Calvert, Charles, St. Mary's Counties and designated areas of Prince George's County. (301) 853-5304 (clintone@adw.org).

Mrs. Noel Gessner

Director of Instructional Services; Regional Coordinator for Montgomery County

Coordinates elementary school standardized testing programs, accreditation and technology; co-coordinator of annual Catholic School Convention; liaison to Catholic elementary schools in Montgomery County. (301) 853-5304 (gessner@adw.org).

Ms. Marcella Schraml

Director of Professional Development; Regional Coordinator for the District of Columbia

Coordinates professional development for elementary administrators and teachers; liaison to Catholic elementary schools in the District of Columbia. (301) 853-5304 (schramlm@adw.org).

Ms. Kimberly Hood

Tuition Assistance Coordinator

Coordinates Archdiocese of Washington Tuition Assistance Program to include intake and processing of applications. (301) 853-5356 (hoodk@adw.org).

Mrs. Mary Anne Stanton

Center-City School Consortium Executive Director

Provides direction and support for administrators, faculty and staff of eight schools in the center-city of the District of Columbia in the areas of finance, marketing, development, instruction, curriculum, student assessment, and other matters. 1317 Eighth St., NW, Washington, DC 20001-4205.

(202) 234-4611, Fax: (202) 234-4740
(centercityconsortium@erols.com).

Ms. Pamela Allen

Coordinator of Inclusive Education Initiatives

Works with school communities to implement inclusive educational programs for students with disabilities and/or significant learning needs. Serves as a resource for -- teacher training and professional development, collaborative approaches to meeting student needs; clarifying the moral, philosophical, and practical issues that pertain to including students with disabilities in the general education classroom with appropriate supports. 301-853-4569 (allenp@adw.org).

Mr. Jorge DuBreuil

Director of Latino and Multicultural Student Initiatives

Develops and implements strategies to increase Latino enrollment in Catholic schools. Works with individual schools as they implement and expand programs; provides guidance and support in community outreach, parent communication, teacher training and curriculum

development. Helps maximize the use of tuition assistance funds for Latino families with financial need. (301) 853-4598 (jordua@worldnet.att.net).

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NATIONAL RESEARCH ON CATHOLIC SCHOOLS

Academic Achievement

National Assessment of Educational Progress (NAEP) tests reveal that students in Catholic schools, including those from minority populations, perform better in reading, math and science than do their public school peers. [National Assessment of Educational Progress Proficiency in Reading: 1985-86, Catholic and Public Schools Compared, Final Report 1989. National Catholic Educational Association (NCEA); National Assessment of Educational Progress Proficiency in Mathematics and Science: 1985-86, Catholic and Public Schools Compared, Final Report 1989. NCEA.]

Student Attitudes

Catholic students in Catholic schools tend, more often than their peers in other schools: to view their teachers as caring; to find their course work stimulating; and to enjoy a positive self-image. [The Assessment of Catholic Religious Education, NCEA, 1989-90]

Graduation/College Admission

95% of Catholic high school students graduate, with 83% of graduates proceeding to college*. [National Catholic Educational Association.]

Values

Catholic students in Catholic high schools (as compared to Catholic students in public high schools) attend church more; place a higher value on religion; have a more positive outlook on marriage and the family; express more concern for other people; and more often express a belief that they will graduate from college. [National Catholic Educational Association, 1990. The Heart of the Matter: Effects of Catholic High Schools on Student Values, Beliefs and Behaviors.]

Service to Disadvantaged Students

A 1990 study by the Rand Corporation demonstrates the success of Catholic high schools in educating minority students from disadvantaged environments, as measured by such criteria as graduation rates and SAT scores. "...since the early 1980s, researches have been documenting the extraordinary success of the part of Catholic schools with disadvantaged and minority youngsters."

– Diane Rvitch, *Forbes*, 10/7/96.

Savings to the Taxpayer

Catholic Schools in the United States save the public sector \$11 billion a year [Catholic High Schools and their Finances 1990, and United States Catholic Elementary Schools and Their Finances 1989, published by NCEA.]

Costs per Pupil

Catholic elementary schools can educate a student at less than one-third the cost of public schools [United States Catholic Elementary Schools and Their Finances, 1989, published by NCEA; and The Condition of Education, 1990, U.S. Department of Education, Office of Research and Development.]

** The college admission rate is much higher for Catholic high schools in the Archdiocese of Washington.*

Facts about Catholic Schools in the Archdiocese of Washington

(Based on most recent available statistics)

College

98% of Catholic high school graduates in the Archdiocese of Washington go on to college.

Savings to the Public

Catholic schools in the Archdiocese of Washington save taxpayers approximately \$200 million in annual educational expenditures.

Tuition Assistance

The Archdiocese of Washington has awarded approximately \$1.6 million in need-based tuition assistance to Catholic elementary and high school students for the 1997-98 school year. This figure does not include scholarships awarded by schools.

Discipline

All forms of corporal punishment have long been prohibited in Catholic schools.

A Safe and Orderly Environment

Expulsions are rare in Catholic schools. For example, in the 16 Catholic elementary schools in the center city of the District of Columbia only two students were expelled in the entire 1996-97 school year.

Central Office Staff

The Archdiocese of Washington provides supervision and service to 106 private and parish Catholic elementary and high schools, serving approximately 33,500 students, with an administrative staff of nine.

Enrollment

Catholic schools have now experienced six straight years of enrollment growth after years of decline. The 84 elementary schools, 17 high schools, three separate early childhood programs, and two special programs in the Archdiocese serve approximately 33,500 students. The schools now serve almost 5,000 more students than in 1991-92, and increase of 17% Enrollment is now the highest it has been since 1984.

Accreditation

The Archdiocese of Washington requires all of its schools to earn and maintain formal accreditation. The Archdiocesan Catholic Schools Office has received a tribute from the Middle States Association of Colleges and Schools, an accrediting agency, for becoming the first diocese of the region to commit all of its elementary schools to the accreditation protocols of the Commission on Elementary Schools.

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Catholic Schools More Effective than Small Class Sizes

Attending religious schools would be more cost-effective, too

by George A. Clowes

Do Catholic schools really outperform public schools?

In a recent edition of ABC's *20/20*, John Stossel held up Catholic schools as an example of an education system that has served its students much better than the public schools, at a much lower cost.

According to a new study by The Heritage Foundation, Stossel was right in his choice of model school systems.

Policy analyst Kirk A. Johnson examined the math scores of African-American students in public and Catholic schools in the nation's capital. The study's key finding is that Catholic students perform better over time as compared with students in public schools. Catholic students enjoy a 6.3 percent advantage over their public school counterparts in fourth-grade math scores, and this advantage widens to 8.5 percent by eighth grade.

"Such results are consistent with other Catholic school research over the past few decades," wrote Johnson in his October 7, 1999, study, "Comparing Math Scores of Black Students in DC's Public and Catholic Schools."

While teacher unions insist that reducing class size is the best policy for improving educational achievement, Johnson's research shows that this expensive strategy is simply not cost-effective when compared to the much lower cost of sending children to a Catholic school.

When the state of Tennessee added teachers and classrooms to reduce student-teacher ratios from 25 to 15, first-grade math scores were improved by 0.32 standard deviations. Johnson's study shows that placing students in Catholic schools increases eighth-grade math scores by almost twice as much--0.58 standard deviations.

"Catholic schooling in Washington, DC, has a much greater effect on students than decreasing class size," wrote Johnson. He noted that the gains produced by Catholic school attendance are dramatic: The average eighth-grader in a Catholic school in the District of Columbia outscored nearly three-quarters (72 percent) of his or her peers in the public schools on math achievement in 1996. In the fourth grade, the average Catholic student outscored almost two-thirds (65 percent) of his or her public school peers.

To perform the analysis, Johnson used math score data from the 1996 National Assessment of Educational Progress for public and private schools in Washington, DC. Some 52.1 percent of the city's Catholic elementary school children are not Catholic;

79.5 percent are African-American. The city's public schools boast one of the highest per-pupil spending rates and lowest student-teacher ratios in the nation.

Johnson's work also confirmed research by Eric Hanushek showing that changing schools has a deleterious effect on student performance. Changing schools within the previous two years produced a 4.2 percent drop in math scores for fourth-graders and a 3.5 percent drop for eighth-graders. Also, while having a mother who attended at least some college had no effect on the math scores of fourth-graders, the presence of an educated mom helped boost the math scores of eighth-graders by 4.5 percent.

For more information: Kirk A. Johnson's October 7, 1999, report, "Comparing Math Scores of Black Students in D.C.'s Public and Catholic Schools," is available from The Heritage Foundation, 214 Massachusetts Avenue NW, Washington, DC 20002, 202/546-4400, or from Heritage's Web site at www.heritage.org. The report also is available through *PolicyFax*; call 312/377-3000 and request document #2165418. Or visit Heartland's Web site at www.heartland.org and use the *PolicyBot* online research service to request the document.

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School Name Search Result**Jefferson JHS**

type: Junior High Schools

address: 801 7th St., S.W.

zip code: 20024-2486

ward: 2

grades: 7-9

phone: 724-4881

Web site: none registered

principal: Vera White

in-school suspension

coordinator: Aaron Whitehead

Stanford-9 scores

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**1999 Scores
Stanford Achievement Tests, 9th Edition**

Jefferson JHS

**Percent of students scoring at each
proficiency level**

Proficiency Level	Reading Test	Math Test	Combined Tests
Advanced:	6.1	3.5	4.8
Proficient:	38.3	24.3	31.3
Basic:	46.6	38.8	42.7
Below Basic:	8.9	33.3	21.1

Number tested

Reading test: 686 Math test: 690

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The Stanford-9 tests were administered in the spring of 1999. Students in special education or identified as limited English proficient or non-English proficient (LEP/NEP) are not included in these scores.

Explanation of proficiency levels:

- Advanced: superior performance beyond grade mastery
- Proficient: solid academic performance
- Basic: partial mastery of knowledge and skills
- Below basic: little or no mastery of fundamental knowledge and skills

◆ Additional information about the Stanford-9 tests.

1999-2000 Student Demographic Profile

recorded October 7, 1999

Jefferson JHS

<u>race</u>	<u>number</u>	<u>percent</u>
Asian or Pacific islander:	54	6.9%
Black:	686	88.3% —
Hispanic:	33	4.2%
Native American or Alaskan native:		0.0%
White:	4	0.5%
Total:	777	

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Student Characteristics**Jefferson JHS**

<u>Characteristic</u>	<u>% of total enrollment</u>
Attendance rate (SY '98-'99)	95.6%
Promotion rate (SY '98-'99):	98.7%
Non-English and limited English proficient language minority students (SY '99-'00):	4.8%
Fully English proficient language minority students (SY '99-'00):	6.6%
Special education students (SY '99-'00):	8.0%
Students eligible for free or reduced lunch (SY '99-'00):	58.0%

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Satisfaction Survey

Listed below are summaries of responses to the Satisfaction Survey conducted in May of 1998 and 1999. Teachers, students, and parents were each asked how they rated various aspects of their school. The numbers below represent the percentage of those responding who held a favorable view of the corresponding area as it related to their school. More information about this survey can be found in its Executive Summary.

Jefferson JHS

<u>Area of concern</u>	<u>Percentage of favorable responses</u>					
	<u>Teachers</u>		<u>Students</u>		<u>Parents</u>	
	'98	'99	'98	'99	'98	'99
Facilities, equip, supplies:	69	60	81	77	84	86
General attitudes:	76	70	91	91	81	80
Parental involvement:	65	62	92	94	85	84
Safety and discipline:	92	87	77	70	85	85
District support:	54	60	■	■	■	■
District policies:	■	■	■	■	78	83
School staff:	76	64	87	81	67	84
Student-teacher relationships:	■	■	84	83	■	■
School work:	■	■	80	78	■	■
Special education:	■	55	■	32	■	35
Standards:	70	65	■	■	■	■
Students:	67	69	■	■	■	■
Teachers:	89	85	■	■	81	81

■ - Opinions were not sought.

Number of people completing the survey in 1999

teachers: 42 students: 220 parents: 220

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◆ Executive Summary

EXECUTIVE SUMMARY

1999 Customer Satisfaction Survey

This report provides the results of a set of school satisfaction surveys conducted by Westat under contract to the Washington, D.C., public school system. Four separate groups of people were surveyed in May 1999: principals (and vice principals), teachers, students (grades 5, 8, 10, and 12), and parents. Principals, teachers, and students were all surveyed within the schools and parents were surveyed by mail. In addition, all of these groups had previously been surveyed in 1998 so this report also discusses changes in satisfaction between 1998 and 1999. A separate report provides the results of a new satisfaction survey conducted of central office staff in the D.C. Public School system.



With only a few exceptions, the surveys showed that a majority of respondents have positive attitudes about the issues that were covered. Following is the mean percentage of items that were answered favorably in key areas:*

General attitudes: 63 - 83%

Academic concerns

- Teachers: 81 - 85%
- Students: 51 - 64%
- Schoolwork: 73%

Parental involvement: 60 - 89%

District and school environment

- Safety and discipline: 47 - 97%
- Administration and staff: 76 - 92%
- Facilities, equipment, supplies, and services: 49 - 71%

District policies and actions

- District standards and policies: 74 - 80%
- District support: 63 - 74%
- Special Education: 63 - 71%

Thus, people's evaluations of teachers stood out as the most consistently positive area. Students' preparation and motivation stood out as having some of the consistently weakest evaluations.

Following are some of the main findings from the survey:

General attitudes

- Ninety-six percent of principals and 81 percent of teachers agreed that their school is a good place to work.
- Ninety-six percent of principals and 72 percent of teachers agreed that they would recommend their school to parents seeking a place for their child. Among parents, 79 percent were happy with the school their child was attending.
- The percentage of students who say they like going to school increased by 11 percentage points to 76 percent.
- Ninety-four percent of students think that going to school will help them to get a better job some day, and 91 percent want to continue their education after high school.
- The general satisfaction of principals decreased due to a reduced percentage who considered their workload to be fair and reasonable.

Academic concerns

- Both principals and teachers were more satisfied with students' achievement, motivation, and skills in 1999 than in 1998. However, this remained one of the lowest areas of satisfaction. 
- There were large increases in the percentage of students who said their teachers make learning interesting, who understand the rules on how to be promoted, who said their homework is interesting, and who said their classroom has books and equipment that help them learn.
- Only 33 percent of principals felt that students arrive with the learning skills they will need.
- The percentage of principals saying the district uses its money to support high achievement increased by 20 percentage points to 80 percent.
- Sixty percent of teachers and 64 percent of principals agreed that students at their school act motivated to learn.

So 40 to 80 motivation?

Parental involvement

- Ninety-six percent of parents said they make sure that their child always goes to school ready to learn and with his/her homework done. However, only 43 percent of principals felt that parents were adequately involved at home in supporting their children's efforts to achieve in school.

District and school environment

- The percentage of students who feel safe at school increased by 9 percentage points, though at 60 percent it was much lower than the 96 percent of principals who said their school is a safe place. The percentage of students who said their things are safe

at school also increased (by 7 percentage points), but remained low at 39 percent.

- Twenty-six percent of students agreed that students at their school follow the school rules.
- Twenty-three percent of students agreed that school bathrooms are clean and have enough supplies.
- Fifty-three percent of parents agreed their child's school has enough books and supplies.
- Principals showed a large increase (from 45 percent to 89 percent) in their agreement that they have an adequate number of computers. However, only 32 percent of teachers agreed.
- Only 43 percent of principals feel they receive appropriate recognition for their work and achievement.
- Only 50 percent of principals feel the district communicates with them in a clear and timely manner.

District policies and actions

- A range of 92 to 94 percent of principals, teachers, and parents agreed that underperforming students should be required to take summer school or after-hours classes before being promoted to the next grade. Further, 78 to 87 percent agreed that underperforming students should not be promoted to the next grade.
- While 71 percent of principals felt the district has effective assessments, only 50 percent of teachers agreed. Still, both principals and teachers had improved perceptions of the district's assessment system (with increases of 7 to 12 percentage points).
- Thirty-eight percent of teachers agreed the district's budget reflects that it is committed to high student achievement.
- Fifty-one percent of principals agreed the district provides the resources for high-quality extracurricular programs for children. Though low, this was an increase of 18 percent.

Special Education

- Seventy-six percent of Special Education students and 74 percent of their parents said the goals and objectives of the students' Individualized Education Programs (IEP) were being met.

Sometimes different groups of respondents had substantially different perceptions. This was especially notable with regard to parental involvement (where students and parents were much more positive than principals and teachers), safety and discipline (where principals were the most positive and students the least), administration (where principals were the most satisfied), and facilities, equipment, supplies, and services (where principals and parents were more positive than teachers

and students).

There are several explanations for the differences in perceptions that appeared.

- Sometimes there were important differences in what questions were asked of each group. For example, only students were asked whether their things were safe at school. Their unfavorable response to this question was part of the reason for their low score on safety and discipline. Still, there were some wide discrepancies even on questions that were relatively similar on the various questionnaires. Thus, principals were much more likely to say the school was safe than were other groups (especially students), and were more likely to say the school was drug-free than were parents and students.
- Some differences might result from normal differences in perspective. For example, students' fears of getting physically hurt at school could result in low scores on safety and discipline even if relatively few students actually got hurt.
- The results of the parent survey may be affected by parents' low response rate. Only 20 percent of the parents responded to the survey. To the degree that these parents were different from other parents, their satisfaction levels may sometimes be misleading. For example, it is likely that parents who were more active in the schools were more likely to participate. This could explain why their scores on parental involvement were higher than those of teachers and principals.
- Finally, it is normal in surveys for people to be most aware of their own efforts and thus to rate their own actions more positively than others might. Thus, principals tended to view the school administration more favorably than did others, and parents tended to view parent involvement more favorably than did principals and teachers.

To properly interpret the results of this survey for individual schools, one must remember that different schools start with different resources. One principal might inherit such a difficult situation that it would be unrealistic to expect positive scores at this time, while another might inherit such a good situation that even with poor leadership the scores may appear positive. In such cases, the direction and amount of change in satisfaction often provide a better measure of success than the actual scores.

In addition to this executive summary, a larger districtwide report presents more detailed results of the surveys on a districtwide basis, along with summaries of the data on each school. Also, a separate report has been prepared for each public school in the study. These data can help each school to determine its strengths and weaknesses and to set priorities regarding which issues

most urgently need attention.

*Typically a range is given because different groups of respondents may have had different average scores.

School Staffing Levels

Jefferson JHS

The following staffing information was reported by Vera White, Principal, in January, 2000.

<u>position</u>	<u>#</u>
Administration	
Principals:	1
Ass't principals:	3
Business manager:	
Clerical:	3
Instruction	
Classroom teachers:	43
Special subject teachers:	
Special education teachers:	2
Aides:	4
Other	
Counselors:	3
Librarians:	1
Custodians:	3

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