



CONFIDENTIAL PERSONALIZED EVALUATION

Sample Catholic High School
Sample Address

INTRODUCTION - NOTES

Purpose: Just as one purpose of the Honor Roll is to encourage excellence in Catholic education, the purpose of this evaluation is to stimulate improvement at your school. We encourage schools to maintain an attitude of improvement and self-evaluation, and hope that the information below helps to foster improvement.

Criteria: Examining the three criteria of *academic excellence, Catholic identity, and civic education* provides a balanced approach that assesses a school's adherence to the Church's educational calling. These three criteria are also the things parents most commonly inquire about when evaluating the quality of a Catholic secondary school. Further, these criteria represent the most substantial areas in which Catholic schools, as Catholic, need to excel.

Misconception: A common misconception about the Honor Roll is that it is solely an academic competition for Catholic schools. While academic excellence is important, it is simply one of the three categories measured. There are many schools with strong academics, which because they are not as strong in each category, do not place on the overall top 50 list.

Program Changes: It is important to remember that two major competitive factors change each year: the applicant pool increases and the survey/scoring process is updated to better evaluate the Church's educational calling. This, coupled with the fact that schools are actively trying to improve for the Honor Roll each year, means that competition is increasingly tight.

Scoring Method: The scoring system used to evaluate all applicant schools is a points-based method, where points are awarded for survey answers that indicate commitment to or achievement in each of the areas of focus. Honor Roll research staff spends months

scrutinizing the survey data to calculate a school's score for each survey. In addition, information collected in the free answer sections of the surveys is examined to verify consistency with the data collected in other parts of the surveys.

Weight: A school's overall score is computed by averaging their overall rank from each of the three sections. The three criteria are weighed equally meaning that placement on the Honor Roll requires excellence in each area.

Surveys: The surveys were developed through a comprehensive process of internal and external consultation, which included the input of a nationally recognized survey expert and the Honor Roll's advisory board, which consists of prominent Catholic college presidents and other noted Catholic scholars.

Recommendations: You may notice that the recommendations for improvement are quite basic. It may also seem like the suggestions and comments are small issues in judging the overall excellence of a school. Due to the very complex scoring and data investigation method, not every detail of the process can be treated. Further, because of the competitive nature of the Honor Roll, small changes make a large difference, especially with respect to the line between schools that place in the Top 50 and those that fall just outside.

School Improvements: We realize your school may have already changed something we recommend, or that you're working to change a recommendation. We also realize that some of the suggestions, such as raising a standardized test score, may be challenging or possibly even outside of an individual's or institution's control.

OVERALL RESULTS – Sample Catholic High School

Your School's Demographic Survey Responses

Survey Responders: **Principal/Headmaster:** *Name*
Religion Teacher: *Name*
Civics Teacher: *Name*

Demographic Indications:

Tuition: \$5,000 - \$10,000	Enrollment: Selective	Affiliation: Governed by a religious order:	Gender: Co-ed
---------------------------------------	---------------------------------	---	-------------------------

Your School's Overall Performance

Percentiles:

Percentiles compare your scores to those of other schools that applied for the Honor Roll. For example, a percentile of 51 means your school did better than 51 percent of the other applicant schools. The chart below indicates where your school placed among all applicants.

	Academics	Catholic Identity	Civic Education	Overall
Your School's Percentile	18.26	70	45.52	47.44

100-Point Scale:

This scoring feature puts each category on a 100-point scale. The majority of schools placed very closely together, with 50% scoring between 65 and 75. This means that while most schools are considered "good," very few would be considered either "deficient" or "excellent." The chart below indicates where your school placed among all applicants.

	Academics	Catholic Identity	Civic Education	Overall
Your School's Score	68.46	78.98	55.35	67.6
Average Applicant Score	76.6	70.8	60.3	70.2
Top 50 Average Score	80.7	81.9	74.0	80.0
Applicant Scoring Range	7.6* – 92.5	46.3* – 92.9	19.2* – 94.8	43.9 – 86.7

***Note:** Low scores typically came from schools that did not submit complete survey information. For instance, newer schools did not have all four classes in place and thus could not provide complete scoring data for areas such as standardized test scores, course requirements, and extra-curricular student groups.

ACADEMIC EXCELLENCE

General Notes

The academic excellence component is designed based on what colleges look for in prospective students. This includes high school performance, standardized test scores, courses taken, and college credit gained while in high school.

Of the above areas, standardized test scores provide the best indication of academic ability. These scores thus provide the dominant component of the academic excellence score, where test scores are weighted according to the percentage of students taking the test. PSAT, SAT, and ACT scores are each measured and a multiplier, derived from national average scores, equalizes ACT and SAT with PSAT scores.

College credit opportunities comprise the next largest section, where the number of AP tests students take, and the percentage of AP test takers who achieved competency scores (3 or higher) is measured. For schools that do not offer AP, college credit courses and other similar programs are examined.

Academic scores were modified according to a function that takes into account schools' socio-economic status, based on tuition rates, tuition assistance rates, and selectivity. This means that schools serving a more challenging population are not at an academic disadvantage to other schools.

Your School's Strengths

- **Graduation Rate**
- **Curriculum Offering**

Areas Your School Can Improve

- **Increase Standardized Test Scores:** Albeit a long-term task, higher test scores will significantly improve your overall score.
- **Increase College Credit Opportunity and Success:** AP pass rates and/or College Credit pass rates can be improved.

CATHOLIC IDENTITY

General Notes

The Catholic identity component relies heavily on official Catholic teaching on Catholic education. The Honor Roll was developed using magisterial sources such as papal encyclicals and the Catechism of the Catholic Church. Also considered was Church teaching on Catholic education, including *Gravissimum Educationis*, *Ex Corde Ecclesiae*, and documents published by the Congregation for Catholic Education. These sources offer guidance regarding the calling, mission, and purpose of Catholic education and explain how the Catholic faith should be integrated into the culture and curriculum of Catholic high schools.

The idea of Catholic identity is discovered by asking the question: “What does it mean to be Catholic?” Further questions of delineation include “what distinguishes Christians from non-believers” and “what differentiates Catholics from other Christians.” This gets at more than a mere edifice of Catholic cultural practices to include the richness of the full truth about God and humanity as revealed by Jesus Christ in His Catholic Church. Without a sound religious education program grounded in a strong and accurate grasp of the Catholic Faith as articulated in the Catechism of the Catholic Church, the reason-for-being of Catholic High Schools disappears.

The Catholic identity component contains several subcategories. The three main subcategories are *classroom theology training*, *Catholic culture*, and *formation/sacramental availability*. The theology training takes into account things such as textbooks used, faculty retraining frequency, theology course requirements, and theology staff with formal training. The culture category considers areas like the Catholic demographic of students and teachers, the presences of clergy and religious at the school, campus ministry activity, student groups, and vocations promotion. Lastly, Sacramental availability considers Mass frequency/requirements, confession frequency, classes beginning in prayer, the presence of a chapel, a formation requirement, and additional opportunities for students to grow in their faith.

Your School's Theology Sub-category Performance

As mentioned above, three of the subcategories within Catholic identity help schools to identify specific strengths and weaknesses. The chart below indicates how your school performed in each area, on a 100-point scale.

	Classroom Theology Training	Catholic Clerical Presence, Culture, and Population	Formation/Sacramental Availability
Your School's Score	72.91	91.66	70
Top 50 Average	86.6	76.6	78.7
Applicant Average	74.4	70.1	70.5

CATHOLIC IDENTITY - continued

Scoring Notes: It is recommend that schools examine the groups with which student organizations are often associated to ensure that groups' content does not contradict any fundamental moral teaching of the Church. Please also be mindful of student organizations' purpose. For theology/devotion groups, many schools listed clubs that had no faith element and were only service-orientated or leadership-based. The same is true of student retreats, which should focus on helping students grow in their faith.

Your School's Strengths

- **Percentage of Catholic Faculty**
- **Religious on Staff**
- **Campus Ministry Presence**
- **Percentage of Catholic Theology Staff**
- **Years of Theology Required**
- **Use of Magisterial Texts**
- **Theology Student Groups**
- **Catholic Social Teaching Requirement**
- **Vocations Promotion**
- **Formation Requirement**

Areas Your School Can Improve

- **Use Approved Theology Textbooks:** Using sound texts is crucial for Catholic theological education. The approved list is generated by the U.S. Conference of Catholic Bishops' catechism department, which evaluates texts based on their adherence to the Catechism of the Catholic Church
- **Increase Sacramental Availability:** Offer more mandatory Masses as well as additional opportunities for voluntary liturgies and the sacrament of reconciliation. A rich sacramental life is vital to a school's Catholic identity.
- **Have All Classes Begin in Prayer:** This affirms a school's focus on Christ as the center of a life of learning.
- **Increase Faculty Retraining Frequency:** Sound Theological education is assisted by regular continuing education, especially considering the nature and depth of Theology.
- **Increase the Integration of Theology Across Your Curriculum:** Church teaching should not only be present in religion classes, but it should be present across the curriculum in each class.

CIVIC EDUCATION

General Notes

Civic education consists broadly of those topics contained in most social studies classes: government, citizenship, law, economics, history, and business. However, the analysis of civic education extends beyond the facts learned in these courses. In a Catholic school, sound civic education depends on a proper understanding of the moral, cultural, economic, legal, and theological underpinnings of a social order reflecting the full truth about the human person as revealed in the person of Jesus Christ.

In a Catholic school, Catholicism should not just be present in religion classes, but should permeate all that a school does. Thus formation of the person's civic responsibilities requires preparing students for fruitful vocations in the civic realm, such as business and politics, as well as the capacity to think clearly about social problems, especially in one's responsibilities as a citizen.

Civic education is examined because it is of its great importance for faithful Catholics to be involved in every facet of the world, both to provide examples of holiness and to bring the truth taught by the Catholic Church to bear on one's area of civic, moral, scientific and social expertise.

Scoring Notes: It is again recommend that schools examine the groups with which student organizations are often associated to ensure that groups' content does not contradict any fundamental moral teaching of the Church. Please also be mindful of subject distinctions. For economics, many schools listed non-economics courses such as personal finance or politics, which fit respectively in business and civics. Several schools also listed student business or government clubs that were either not extracurricular or did not reasonably fall in the designated content area.

Your School's Strengths

- **Offering an Economics Course**
- **Economics Requirement**
- **Offering Government/Civics Course**
- **Government/Civics Requirement**
- **Offering Government/Civics Student Group**
- **Service Requirement**
- **Cross-departmental inclusion of civics topics**

Areas Your School Can Improve

- **Offer a Business Course:** Business here is understood broadly. It can include formal business, accounting, entrepreneurship, investing, or personal finance.
- **Add Student Economics/Business Groups:** Student groups add to the depth of a comprehensive civics program and allow for the cultivation of students' emerging interests.
- **Infuse Catholic Social Teaching into Civics Courses.** The Church's teaching on social matters ought not only be taught in Theology classes, but also belongs in civics classes where social issues are discussed.