

STUDENT/COMMUNITY PROFILE

Holy Angels School, located in unincorporated Colma, began with grades one to five in 1952, under the leadership of the Sisters of the Infant Jesus. Each year another grade was added until a full school with an enrollment of 400 students was realized in 1955. Throughout the past fifty years, class size has been reduced to a maximum of 36 students, kindergarten and extended care programs have been established, two modular units and a science lab have been added and curriculum and staff have undergone considerable changes. The school has been blessed to have had three religious orders in charge for all fifty years. The Franciscan Missionary Sisters of Our Lady of Sorrows took over from the Sisters of the Infant Jesus in 1987. After thirteen years with the Franciscans, the school is now under the direction of the Dominican Sisters of the Most Holy Rosary of the Philippines, with eight sisters presently on staff. Through all the changes, the school has maintained a safe and pleasant environment for students and staff while attempting to stay financially sound without placing all the financial burden on the parents.

Student Information

Enrollment: 250 students

242 Catholic	97%
8 non-Catholic	3%

Kindergarten	27	Grade 5	23
Grade 1	18	Grade 6	29
Grade 2	28	Grade 7	30
Grade 3	35	Grade 8	32
Grade 4	29		

Ethnicity:

164 Filipino	66%
41 Hispanic	16%
35 Multi-racial	14%
4 White	2%
5 Other Asian	2%
1 African American	less than 1%

Gender: 105 Male 42%
 145 Female 58%

Living Arrangements:
 226 Both parents 90.5%
 24 Single parent 9.5%

Parish of Residency:
 67 Holy Angels boundaries 27%
 183 Outside parish boundaries 73%

Enrollment in the last 5 years:
 2008 – 2009 250
 2007 - 2008 260
 2006 - 2007 260
 2005 - 2006 265
 2004 - 2005 260

High School Entrance:	Catholic School	Other School
2007 – 2008	67%	33%
2006 - 2007	68%	32%
2005 - 2006	69%	31%
2004 - 2005	82%	18%
2003 - 2004	50%	50%

Ninety seven percent of the students at Holy Angels School are Catholic and the majority have a Filipino or Hispanic background. Many of our students do not live within our parish boundaries but come from parishes without a school. A large number travel 20 miles or more each day for school.

IOWA Scores (National Percentiles)

September 2008							
Grade	Reading	Math	Language	Soc.St.	Science	Listening	Total
2	63	39	62	30	34	21	46
3	60	65	77	70	62	68	69
4	59	54	81	53	56		64
5	54	38	77	48	48		56
6	57	47	82	51	56		61

7	62	63	78	51	65		65
8	73	78	86	61	71		75
September 2007							
Grade	Reading	Math	Language	Soc.St.	Science	Listening	Total
2	63	39	62	30	34	21	46
3	60	65	77	70	62	68	69
4	59	54	81	53	56		64
5	54	38	77	48	48		56
6	57	47	82	51	56		61
7	62	63	78	51	65		65
8	73	78	86	61	71		75

September 2006							
Grade	Reading	Math	Language	Soc.St.	Science	Listening	Total
2	76	51	67	61	40	32	61
3	60	68	84	69	61	34	71
4	64	51	84	60	67		68
5	69	55	86	68	65		70
6	60	62	82	54	68		66
7	70	73	82	62	72		74
8	75	79	85	65	73		76

September 2005							
Grade	Reading	Math	Language	Soc.St.	Science	Listening	Total
2	71	55	63	45	29	23	53
3	60	56	84	69	67	26	67
4	62	56	81	58	53		64
5	72	69	86	69	69		73
6	66	67	86	48	67		69
7	76	73	81	63	78		76
8	67	68	70	42	63		60

While evaluating the IOWA test results for the last few years, the faculty found a decrease in Social Studies scores at each grade level. The result of discussions concerning these results is the planned adoption of a new Social Studies textbook series for the 2009-2010 school year and the increased use of outside resources to familiarize students of our various ethnic backgrounds with concepts and terms they may not be familiar with.

While evaluation also showed an increase in Language Arts scores, it also showed a decline in reading comprehension scores, especially when expository text is involved. Our goal will be to help students internalize reading material more efficiently and make connections to their general knowledge base, thereby giving them the ability to answer higher order/critical thinking questions. To successfully meet this goal, we will need to provide teachers time to form and articulate ideas, identify expectations, create guidelines and plan strategies. Finally, we will assess teaching strategies related to this issue on a quarterly basis to ensure growth.

One other area we will address to improve reading comprehension is enriching the reading selection for grades 5-8 in our library. At the present time, our library contains a large selection of books for grades K to 4, but needs an increase in reading for pleasure books for grades 5 to 8. A list of books to be purchased with our own library funds and Title V funding has been gathered after discussions between teachers and students.

Results of Student Survey

The student survey was taken in the fall of 2007. Three formats were used in order to adapt the questions to accommodate grade level ability as follows: kindergarten, grades one through three and grades four through eight. Students in grades one through eight took the survey on-line.

In general, kindergarten students like their school. They feel safe and have fun learning. They have time to pray and learn about Jesus. They think they are good students, but agree that they could do better. They know their teacher cares about them, gives them extra help when needed and treats everyone fairly. They think other students are friendly and all have friends. All students said their families want them to do well in school.

The students in grades one through three like their school. They feel safe and have fun learning, even though the work makes them think. They know their teachers and principal care for them and treat them with respect. They are generally well-behaved and agree they are treated fairly. They don't think they have choices in what they learn but agree their teachers help them when needed. They learn about being Catholic and have time to pray. Most think they are good students but agree they could do better. They all have friends and think other students are friendly. All agree their families want them to do well in school.

The students in grades four through eight feel they belong at Holy Angels School. They are treated with respect by teachers and the principal and most say they are respected by their peers. They are challenged by the work, but don't think they are in charge of what they learn. They feel successful and are doing their best in their academic studies. Extra curricular activities are important to them. They don't think students who are different are respected by their peers, but feel the school provides a safe environment. Students have opportunities to learn about their faith and participate in liturgies and have opportunities for community service.

What they liked best about the school:

- friendly, welcoming people
- a principal and teachers who care about the students
- they learn about their faith
- regular attendance at liturgies and sacraments
- safe and caring environment
- a variety of sports offered
- time to make friends
- students are encouraged to do better
- extra curricular activities
- a variety of classes and subjects
- accepted by their peers
- challenging work
- P.E. and recess time to play together

What they would like to see changed:

- shorter school days
- fewer rules
- different uniform or no uniform at all
- no homework

- bigger playground, with grass
- clean bathrooms and water fountains
- bigger library
- a gym or cafeteria
- newer textbooks
- more recess and P.E. time
- more after school activities
- more field trips

Results of Parent Survey

The parent survey was completed by only 50% of the school families. Of those who responded, over half are Filipino college graduates with 2 children.

What they liked best about the school:

- strong academic program
- Christian and moral values taught
- emphasis on discipline and student achievement
- dedicated and united faculty and staff
- presence of religious order as faculty
- open door policy by administration
- curriculum continually being upgraded
- organized, well-run school
- very involved parents
- partnership of parents and school
- strong sense of community
- safe, welcoming, friendly environment
- clear philosophy and mission
- structured daily routine
- technology advancement with Web site access
- informational web site

What they feel needs improvement:

- more student incentives
- gym or cafeteria
- improved lunch program
- more extra-curricular activities for younger students
- more after-school tutoring
- more play equipment

- more security on premises
- celebrate ethnic diversity
- smaller class size
- bigger library
- clean and update bathrooms

Results of Faculty and Support Staff Survey

The majority of the Holy Angels faculty and support staff is happy in their environment and feels their work is validated. There is a spirit of Christian community among staff, parents and students. Catholic faith traditions are important and clearly a priority among faculty and support staff. The majority feels supported by the administration and the parents and feels they have a voice in decision-making when it concerns them. The philosophy and mission of the school are widely known and duties and responsibilities are clear. Teachers are kept up to date on curriculum changes and are provided the means and opportunities for workshops to increase their knowledge. More time for articulation between grade levels would be ideal. They feel most students are well behaved and respectful of staff, but need to work on being respectful to each other. They feel the instructional program is challenging and provides an atmosphere where most students can be successful.

What they liked best about Holy Angels School:

- Teachers, staff and administration working together, a strong sense of community
- Welcoming and supportive environment
- Open communication among staff and administration
- Excellent curriculum
- Christian attitude is evident

Improvements needed:

- More outside funding sources
- Increased physical space
- Non fund-raising events to build community
- Improved library
- More interaction between parish and school
- Educate students to be more caring and accepting of others
- More time for articulation between grade level teachers

Results of Clergy Survey

Holy Angels School is an integral part of the parish. School parents take an active role in parish organizations and functions aimed at supporting the parish. Even after their children have graduated, many parents remain active participants in parish life. Members of the parish staff are involved in the spiritual formation of the students, especially during sacramental preparation. Members of the clergy celebrate Mass and other liturgical services with the students.

Teachers follow the prescribed curriculum as outlined by the San Francisco Archdiocese. Workshops in curriculum and religion keep the teachers apprised of new teaching methods and ideas. Students are well-prepared active participants in school liturgies.

The pastor and principal meet to discuss matters concerning the school. The principal, in consultation with the pastor, is responsible for hiring and terminating staff. The clergy are supportive of the various school programs.

The Holy Angels Parents' Advisory Council (HAPAC) is a vital part of our well-run school. Members work together on the various tasks assigned to them. As a whole, school parents are active participants in the school community.

Strengths of the school:

- Active Holy Angels Parents' Advisory Council
- dedicated teachers and parents
- active student council
- participation in the parish by students and parents
- science lab and advanced computer technology including the mobile lab

Improvements needed:

- an increase in number of parents in liturgical ministry
- teach children to be more aware of their role in church worship

Faculty and Staff Information

Holy Angels School has a fully dedicated faculty and support staff. The administrative leadership team is comprised of the principal, two vice-

principals and the administrative assistant. The faculty is composed of 14 full-time teachers, 3 part-time teachers, 2 support staff, a multi-sensory teacher, a counseling intern, a development director, a librarian, a maintenance man and an office staff of 2. A majority of the teachers hold California teaching credentials, with 4 members of the faculty holding master's degrees. All faculty and support staff regularly attend religion workshops to renew religion certification. They also attend professional growth courses during the year in order to enhance the curriculum. Teaching experience ranges from 3 years to 56 years. Ten members of the faculty and support staff have been at Holy Angels more than 10 years. Three are former graduates and 7 are parents of present or past Holy Angels students. The teaching staff is made up of 12 Filipinos, 5 Caucasians, 1 Hispanic, and 1 multi-racial. The administration and remaining faculty and support staff is made up of 3 Filipinos and 5 Caucasians. There are 24 females and 3 males on staff. Besides the principal, there are 7 religious on staff.

External Factors

Holy Angels School receives Title V funds through the Jefferson Elementary School District. For the past several years these funds have been used for technology or library resources. Title I funding is also available through the "No Child Left Behind" program of the Federal Government. Besides being used to subsidize workshops for the teaching staff, funds are also used for the multi-sensory program. The local school districts provide remedial testing for students when it is necessary. The development director is actively seeking funds through grants from various business resources in order to raise funds for adopting new textbook series and repair projects. Several of our families are able to take advantage of matching funds programs through their employer during fund raising events. We are in the process of building an alumni base through yearly newsletters. During fund raising events, local businesses are contacted for donations and have been helpful.

Summary

Holy Angels School continues to provide quality Catholic education for the students entrusted to us. Our long-range plan focuses on necessary upgrades to plant and curriculum and is continually being revised to fit the needs of the school. As the economy continues to change, we continue to look for alternate means of income to take the burden off of the parents. Graduates return to us to do their service projects and report on their progress in high

school. The high schools continue to be pleased with the quality students we send to them. Parents appear to be happy with the programs offered and the end results.