



ST. JOHN PAUL II HIGH SCHOOL

Cape Cod's Only Catholic Secondary School

STUDENT'S GUIDANCE REPORT

Please Print

Directions:

Complete the first two lines below, have your parents/guardians complete the next section, and give this form along with the enclosed envelope to your principal, guidance counselor, or 8th grade teacher.

TO BE COMPLETED BY THE STUDENT

Name _____
FIRST MIDDLE LAST

Address _____
NUMBER AND STREET CITY STATE ZIPCODE

School _____
SCHOOL CURRENTLY ATTENDING CITY, STATE

TO BE COMPLETED BY THE STUDENT'S PARENT OR GUARDIAN

I _____ hereby authorize the personnel of
PARENT/GUARDIAN NAME

SCHOOL CURRENTLY ATTENDING

to release to St. John Paul II High School any and all information in my child's transcript and temporary files.

_____/_____/_____
SIGNATURE DATE

TO THE PRINCIPAL COUNSELOR, OR 8TH GRADE TEACHER

We value your comments highly and ask that you complete this form in the knowledge that it may be retained in the student's file should the applicant matriculate at St. John Paul II High School.

In accordance with the Family Educational Rights and Privacy Act of 1974, the parents of matriculating students do have access to their permanent files which may include forms such as this one. St. John Paul II High School does not provide access to admissions records to applicants, those students who are denied admission, or those students who decline an offer of admission.

Again, your comments are important to us and we thank you for your cooperation in completing this report.

This form should be mailed directly to St. John Paul II High School. It is not to be given to the student.

SUBJECT PERFORMANCE

✓ **Please attach a transcript of grades, absences, and tardies.**

✓ **Please check the appropriate circle for each area below:**

English Grammar	<input type="radio"/> Above Grade Level	<input type="radio"/> At Grade Level	<input type="radio"/> Below Grade Level
English Composition	<input type="radio"/> Above Grade Level	<input type="radio"/> At Grade Level	<input type="radio"/> Below Grade Level
Reading	<input type="radio"/> Above Grade Level	<input type="radio"/> At Grade Level	<input type="radio"/> Below Grade Level
World Language	<input type="radio"/> Above Grade Level	<input type="radio"/> At Grade Level	<input type="radio"/> Below Grade Level
Mathematics	<input type="radio"/> Above Grade Level	<input type="radio"/> At Grade Level	<input type="radio"/> Below Grade Level
Science	<input type="radio"/> Above Grade Level	<input type="radio"/> At Grade Level	<input type="radio"/> Below Grade Level
Social Studies	<input type="radio"/> Above Grade Level	<input type="radio"/> At Grade Level	<input type="radio"/> Below Grade Level

EXPLANATION OF LEVELS

(For Next Section)

Courses are offered at the following levels to address the needs of students with varying aptitudes and learning styles.

Honors

Honors level courses are designed to challenge students who have demonstrated a high level of academic aptitude and achievement. The pace of instruction is rapid and topics are explored in greater depth than in the College Preparatory level. Students are expected to complete independent research, group work, and long term assignments. Assessments emphasize the development of critical thinking skills, originality and creativity, and the ability to make connections within the subject area as well as with other academic disciplines.

College Preparatory

This level provides students who have demonstrated above average/average aptitude and achievement with a thorough understanding of the fundamentals of the subject area and the application of concepts. Emphasis is placed on fine tuning skills as well as developing the capacity for more critical thinking. Students are expected to complete daily homework assignments as well as some long term assignments and projects. Frequent and varied assessments characterize this level.

College Preparatory 1

Students at this level receive more personal attention in their academic preparation for college. Teachers use a variety of instructional practices to engage students with different learning styles. Emphasis is placed on developing a strong understanding of the course fundamentals, the capacity for independent and critical thinking, and the learning skills necessary for more advanced study. Daily homework is assigned to provide students with practice in working with new concepts, review of previously learned material, and structure in their learning process. Long-term assignments are frequently broken down into several components. Student progress is assessed frequently using a variety of tools.

RECOMMENDATIONS FOR PLACEMENTS

Mathematics

Honors College Preparatory College Preparatory 1

Comments: _____

Student is currently taking Algebra: Yes No

Consider for waiver of Algebra 1: Yes No

Foreign Languages

Student has taken a language in elementary school:

French Spanish Latin Other _____

Number of years taken: 1 2 3 4 or more

How often did the class meet? _____

Name of text used: _____

Comments: _____

Science

Honors Biology College Preparatory Biology College Preparatory 1 Biology

Comments: _____

Language Arts–English, Religion, Social Studies

Honors College Preparatory College Preparatory 1

Comments: _____

Please indicate the following skills as a strength (S) or weakness (W).

Grammar _____ Reading _____ Writing _____ Study Skills _____

If there are any other known strengths or weaknesses that would be helpful in placing this student in the appropriate level in English, social studies or religion, please state:

LEARNING STYLES

Student has an identified learning difference: Yes No

(If so, please submit a copy of the Individual Educational Plan (IEP))

Student is physically challenged: Yes No

Please specify: _____
