

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Elizabeth Flatt  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint John the Baptist Catholic School  
(As it should appear in the official records)

School Mailing Address 725 Frame Road  
(If address is P.O. Box, also include street address.)

City Newburgh State IN Zip Code+4 (9 digits total) 47630-1606

County Warrick

Telephone (812) 490-2000 Fax (812) 490-2020

Web site/URL <https://www.sjbschoolnewburgh.org> E-mail [eflatt@evdio.org](mailto:eflatt@evdio.org)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mrs. Michelle Priar E-mail [mpriar@evdio.org](mailto:mpriar@evdio.org)  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Evansville Tel. (812) 424-5536

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mrs. Ashley Hammer  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## PART I – ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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**Data should be provided for the current school year (2022-2023) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)  
0 Middle/Junior high schools  
0 High schools  
0 K-12 schools
- 0 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)  
☒ Suburban  
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	71
K	39
1	44
2	40
3	35
4	44
5	42
6	52
7	52
8	37
9	0
10	0
11	0
12 or higher	0
Total Students	456

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 2.4 % Asian
  - 0.7 % Black or African American
  - 3.3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 88.8 % White
  - 4.8 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2021	417
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Vietnamese

English Language Learners (ELL) in the school: 1 %  
4 Total number ELL

7. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 32

8. Students receiving special education services with an IEP: 11 %  
Total number of students served 51

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>2</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>2</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>10</u> Other Health Impaired
<u>2</u> Developmental Delay	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>35</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 5 %  
Total number of students served: 25

10. Number of years the principal has been in the position at this school: 10

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	97%	96%	97%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

St. John the Baptist Catholic School is a Christ-centered community forming disciples through faith, knowledge, and service.

17. Provide a URL link to the school's nondiscrimination policy.

St. John the Baptist Catholic School does not discriminate against students on the basis of race, color, sex, age, national origin, disability, or any other status or condition protected by applicable state or federal law.

<https://uploads.weconnect.com/mce/999bda026be38397da36b3a974e7ba9f40275f69/SJB%20Parent%20Handbook%2022-23.pdf>

(Located on page 12)

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## PART III – SCHOOL OVERVIEW

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Nestled along the Ohio River in Southern Indiana, St. John the Baptist Catholic School (SJB) opened in 1940 as a parish ministry to educate students in faith and knowledge. Over eighty years later and with multiple facility expansions, the tradition of excellence continues as SJB maintains its reputation as a vibrant school with high expectations and academic distinction.

Fully accredited by Cognia and the State of Indiana, SJB annually performs in the top two percent on Indiana's Learning Evaluation Assessment Readiness Network (ILEARN) tests and has earned an “A” rating by showing both high achievement and high growth. The school's faith-based mission, rigorous curriculum, small class sizes, and individualized approach contribute to meeting students' unique needs. These characteristics continue to appeal to families and have led to an increase in enrollment of over 25% within our school, establishing it as the largest elementary school in the Diocese of Evansville. Although our socioeconomic diversity has increased with the expansion of Indiana's School Choice Scholarship program, most of our students are part of middle to upper-class families. The majority of parents are college-educated with professional careers which translates into high expectations for the school.

Recognizing that all students have greatness to be nurtured, teachers and staff have embraced the educational philosophy of “We Honor the Greatness in You.” SJB gives all children the opportunity to demonstrate their greatness by showcasing their God-given gifts and talents through faith, academics, service, and extra-curricular activities. Teachers meet students where they are and focus on individualized growth by providing differentiated instruction. Ten years ago, the school took the first steps to increase its ability to meet the unique needs of students who required something different from the traditional curriculum by beginning formal high ability and resource programs. SJB is the only school in the area to house both resource and high ability programs that serve a diverse population of exceptional learners in grades K-8.

To help all students nurture their individual potential, teachers have focused on utilizing data to drive instruction by analyzing formative and summative assessments, holding monthly data meetings, and identifying effective teaching strategies. Early identification of students' academic strengths and weaknesses through formative assessments and classroom observations has allowed for dedicated small groups in both math and reading to differentiate instruction and accelerate academic growth. The resource team supports teachers both in and out of the classroom for students who need additional assistance. A schoolwide approach to curriculum mapping and prioritizing key focus standards in math and English language arts (ELA) has created horizontal and vertical alignment.

In order to allow all students' greatness to shine, the school educates the whole child through an approach that looks beyond academic needs and puts additional emphasis on social-emotional development. Coupled with our strong Catholic identity, SJB utilizes the Leader in Me program to build strong character and leadership traits. Teachers challenge elementary students to take ownership of their decisions and award “Tiger Tickets” to students who are showing responsibility in making good choices, acting as positive role models, and excelling in daily activities. To help meet the social-emotional needs of middle school students, the implementation of our house system has created a sense of belonging and pride. Students are members of one of six houses that meet daily, eat lunch together weekly, and compete for house points throughout the year. On Fridays, eighth-grade students lead their houses in character-building, team-based activities, and service projects. Students strive to earn a house jacket, an honor that all faculty and staff vote on to award to students who emulate school values by going beyond the high expectations set for them.

Students work together to be an even greater service-focused community and share their greatness with others. Younger students have an upper-grade “Mass Buddy” for our weekly liturgy, fostering a spirit of community and family within our school. Through schoolwide and classroom service projects, students and teachers collaborate to help others in meaningful ways. The mindset within the school is a culture of continual improvement, always looking for ways to better the school and the community.

Because of SJB's exceptional learning program, students become part of a diverse community based on



inclusion. Students learn and grow alongside peers who may look, act, or learn differently than themselves as SJB serves students with a wide range of physical, emotional, learning, or other disabilities. When working with children, teachers emphasize honoring other students' unique strengths while celebrating one another's achievements in growth. This inclusiveness extends to students of all abilities, backgrounds, races, and religions.

SJB's innovative curriculum, data-driven instruction, and attention to students' social-emotional needs foster an environment where all students can reach their full potential. St. John the Baptist Catholic School is an extraordinary place where teachers honor every child's strengths and lead students to discover their own unique greatness.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Reading/English language arts curriculum content, instruction, and assessment:**

Faculty members understand the importance of language arts and how strong reading skills offer an essential foundation for children. During daily ninety-minute reading blocks, K-8 teachers address Indiana Academic Standards through a variety of methods including vocabulary instruction, whole and small group teaching, and literature circles. Teachers use curriculum maps and common benchmark assessments created with fellow teachers in the Diocese of Evansville to guide the instruction.

Preschool through second-grade students use Foundations as their core phonics instruction to learn to phonetically decode words. Decodable reader sets aligned with the Foundations curriculum strengthen reading skills. Third grade uses the Literacy Footprints guided reading series to differentiate instruction in small groups and focus on critical comprehension skills as students transition from primary curricula.

Teachers of grades 2-8 teach grammar using the Shurley English method, which helps students utilize strategies to understand grammar skills through jingles and application. Vocabulary instruction in grades 3-8 provides a focused study that introduces cross-curricular words to students. Through this, students learn Greek and Latin roots to help them deduce meanings of unknown words encountered during reading.

SJB believes in nurturing a love of reading and embraces the research supporting the direct correlation between the number of minutes students read daily and their academic success. Students are given twenty minutes of daily, self-selected reading time in the classroom. Teachers foster an environment rich in literacy by providing an array of activities that promote a genuine interest and love of reading. Experiences such as book commercials and book tastings give students and teachers opportunities to promote their favorite books. Many teachers challenge students to read a predetermined number of books per semester or school year. This motivates students who love competition while exposing them to new genres of literature they may not have previously been interested in reading. Additionally, the middle school holds a "Book Madness" tournament that coincides with March Madness, which creates excitement for reading among students and staff. Curriculum maps, assessments, and other instructional strategies provide students with a well-rounded reading education.

All grade levels utilize iReady as their standardized benchmark assessment tool. Given three times each year, this diagnostic provides data that teachers and administrators review to examine areas for growth and achievement. Teachers use this data to create small groups for intervention as well as provide enrichment opportunities. iReady pathways are individualized lessons created for students based on their performance on the diagnostic. Teachers utilize formative assessments such as pretests, exit tickets, and posttests to drive instruction in the classrooms. Additional assessments determine which students need reteaching on a particular standard or topic. All students in grades 3-8 take the ILEARN assessment which provides valuable data that both teachers and administrators use to determine grade-level proficiency, growth from the previous year's assessment, remediation needs, and standards mastery. Additionally, the Indiana Reading Evaluation and Determination (IREAD-3) test is given to all 3rd-grade students to measure their foundational reading skills. The resource team creates an individual remediation plan for any student that does not pass this assessment.

#### **1b. Mathematics curriculum content, instruction, and assessment:**

Indiana Academic Standards provide the foundation for the math curriculum along with the Diocese of Evansville's curriculum map for kindergarten through eighth grade. SJB math teachers were directly involved in and integral to the process of creating this curriculum alignment. It focuses on priority and supporting standards and aligns them in a logical manner to support students through a full school year of learning. Teachers use the pacing guide, curriculum map, proficiency scales, and common pretests and posttests to drive instruction.

Teachers at SJB employ a variety of teaching methods and strategies to teach math standards. Some of these strategies include direct instruction, scaffolding, modeling, and small group centers. While teachers are working with a small group of students, the other students are often doing center-based activities independently. Teachers also create project-based opportunities and real-world connections as often as possible, making math relevant and applicable to all students to increase engagement. Innovative learning opportunities such as escape rooms, Fraction Olympics, the SJB Winter Games, probability carnivals, classroom shopping, and math mysteries foster an engaging and active classroom environment. Teachers frequently seek opportunities for cross-curricular alignment and learning. Oftentimes, math and science standards complement one another so teachers work collaboratively when teaching probability and genetics, as well as, dimensional analysis and stoichiometry.

In the third through eighth grades, math classes are grouped by ability. Students who benefit from fast-paced, more rigorous instruction are placed in an accelerated class, while students who benefit from grade-level instruction participate in an on-level math class. This allows us to meet the diverse needs of learners.

At the beginning, middle, and end of the school year, we use iReady as a standardized benchmark formative assessment tool. Teachers and administrators review this data to track both growth and achievement. iReady scores are one of the tools utilized to create small groups to help students needing remediation in particular skills and standards. Students use their iReady pathway for individualized computer-based instruction that is based on their scores from the benchmark assessments. The ILEARN summative assessment also provides valuable data for teachers and administrators to determine the best math class for each student, if remediation is needed, as well as mastery of the standards.

Teachers regularly use formative assessments such as pretests, exit tickets, quizzes, and quick polls to check for student understanding as learning is taking place. Teachers also work with small groups to understand individual student strengths and weaknesses. In classrooms and schoolwide, we celebrate both growth and achievement with encouraging bulletin boards, student certificates, and rewards for meeting individual and class goals. All students learn in a math environment that motivates, engages, and challenges them while allowing them to be successful at their individual ability levels.

### **1c. Science curriculum content, instruction, and assessment:**

The science curriculum aligns with the Indiana Academic Science Standards. Teachers place a specific focus on vocabulary to help students understand the word meanings and apply them to the scientific process. Science teachers utilize common terminology from one grade level to the next.

A schoolwide approach to finding creative ways is used to make science come alive for students. In the elementary grades, teachers approach science with an inquisitive and investigative view as young students are eager to discover the world around them. Science concepts integrated into the reading block in primary grades offers exposure to nonfiction reading and writing. In the intermediate grade levels, a specific, dedicated teacher teaches science in each grade. In middle school, one teacher instructs all three levels of science integrating biology, chemistry, earth science, and physics concepts throughout the year.

A new, state-of-the-art science lab has opened the door to conducting hands-on experiments, supporting student exploration, and familiarizing students with lab safety and equipment. These science labs bring classroom lessons to life. We often hear from parents about labs that “make it to the dinner table” as students are excited to share what they discovered that day in school. We have a school garden and greenhouse where teachers have the opportunity to facilitate hands-on learning to support the life science curriculum with their students.

Teachers assess learning in multiple ways throughout topics including quick checks, formative KWLs (what we KNOW, what we WANT to know, what we have LEARNED), and inquiry labs with reflections. Summative assessments such as tests, projects, and presentations culminate chapters, units, or focused areas of study to assess knowledge acquisition. Seventh and eighth-grade students choose a science topic of interest and conduct research and an experiment to present at the annual science fair.

#### **1d. Social studies/history/civic learning curriculum content, instruction, and assessment:**

SJB's social studies curriculum consists of research-based teaching methods and a rigorous learning environment at every grade level. Both formative and summative assessments support instructional approaches specifically applying critical thinking skills pertaining to key concepts directly correlated to the Indiana Academic Standards. Furthermore, students demonstrate grade-level application skills pertaining to geography, historical events, community-centered instruction, and civic responsibility as a citizen of the United States. Teachers provide students with a challenging, well-rounded curriculum that consistently produces success on standardized assessments.

Students experience and learn a multitude of lessons and concepts through firsthand accounts beginning in the primary grades by exploring the community and world around them. Starting in grade three, teachers provide educational experiences aligned with the curriculum, and students apply these concepts through field trips and hands-on learning. Historical locations such as the Lincoln Boyhood National Memorial, Agricultural Days sponsored by 4-H, and county-sponsored Pioneer Days provide students in grades three through five with learning opportunities to make direct connections to the standards.

Social studies instruction at the middle school level expands to a worldview examining history and understanding how it has influenced the way people live today. Teachers integrate current events daily, and students engage in project-based learning through activities such as creating Jamestown colonies, state and country displays, Native American tribe murals, creation of Egyptian masks, presidential research projects, and medieval castle building. Teachers prioritize hands-on learning experiences to bring history to life for students. In the eighth grade, students experience a five-day exploration of Washington, D.C., where they learn about government and visit numerous monuments and memorials that are essential cornerstones of our nation.

#### **1e. For schools that serve grades 7-12:**

In the seventh and eighth grades, we focus on building the foundation for college and career readiness. We are able to do this through academic opportunities, a strong emphasis on community service, and a middle school house system. Students begin exploring possible career tracks within their health classes and conduct interviews with community members who work in areas of interest to them. Students are given the opportunity to enroll in high school-level coursework by taking Algebra I during their eighth-grade year.

To prepare for the world around them, students participate in Junior Achievement entrepreneurship lessons and complete a financial literacy program. The middle school emphasizes community service and leadership. Middle school students organize and lead an annual canned food drive for a local women's and children's shelter and a penny war competition that benefits our partner school in Haiti. Students reflect on their personal service hours in order to enhance their understanding that service is an integral part of being a responsible citizen.

Student leadership has increased with the formation of SJB's house system. Middle school students are intermixed and compete in a yearlong competition earning points for showing good citizenship qualities, leadership skills, mature social interactions, academic accomplishments, and excelling within the school community. The structure of the house system allows seventh and eighth-grade students to assume nominated leadership positions within their individual houses. These leadership positions carry the expectation of leading by example and following the tenants of the "Tiger 24," a set of twenty-four standards that are priorities for middle school students to become productive, compassionate, and successful citizens.

These opportunities prepare students for what is to come in high school, post-secondary school, and life. Through direct lessons, community service, and leadership roles, students gain the skills necessary to become contributing citizens of their communities.

#### **1f. For schools that offer preschool for three- and/or four-year old students:**

Utilizing Houghton Mifflin/Harcourt's Big Day for PreK curriculum as a basis for preschool and pre-K instruction allows teachers to focus on children's natural curiosity and eagerness to explore the world around them. The curriculum aligns with Indiana's Early Learning Foundations and uses social and hands-on lessons to engage children in eight different themes, covering all core learning areas. Teachers integrate social-emotional, academic, and physical development to engage children in playful, intentional learning.

Preschool teachers align their handwriting curriculum with the elementary school by building an understanding of proper strokes and pencil grip. The students also visit the school library, building an early love of literacy through storytime and the opportunity to choose and check out books. Preschool students participate in The Leader in Me program and recite the 7 Habits of Happy Kids in chants supplemented with motions which helps them learn the terminology at a developmentally-appropriate level as a foundation for elementary school.

The preschool and kindergarten teachers focus on Indiana's Early Learning Foundations and work collaboratively to provide a smooth transition from preschool to kindergarten by directly aligning the standards at age-appropriate levels. Throughout the school year, these teachers meet regularly to discuss student needs and their progress toward kindergarten readiness, ensuring a smooth transition.

Teachers administer formal assessments adapted from the Big Day for PreK curriculum three times a year to track student growth and progress. Students' high performances on kindergarten readiness screenings each spring indicate that SJB preschool students are well-prepared for kindergarten. SJB aims to provide early childhood students with the academic and social-emotional skills they need to develop their self-confidence along with a love of learning.

## **2. Other Curriculum Areas:**

### **2a. Arts (visual and/or performing)**

Led by creative and skilled teachers, music and art programs flourish at SJB as students learn about the arts and actively express themselves in twice-weekly music and once-weekly visual arts classes. Art and music departments embrace a collaborative spirit to develop artistic minds and showcase talents through a Grandparents' Day program, a Christmas concert, and a spring musical. For our annual musical, middle school students audition, rehearse, and perform. Students also display their artistic abilities by designing sets and props.

Students create and analyze music by learning rhythms, tempo, music literacy, and terminology through the Quaver Music program. Students have regular opportunities to experience instrumental music by playing recorders, drums, ukuleles, and non-pitched instruments. Choir is available for third through eighth-grade students. Students in middle school choose either band class to specialize in an instrument or music class to expand their knowledge of music history.

In addition to grade-level specific art projects, students develop fine motor skills, express their creativity, learn various art techniques, and participate in cross-curricular projects in their visual arts classes. Students learn about artists and artwork from various time periods and cultures. Students also have opportunities to expand their experiences with monoprinting and ceramics with the support of local grants. Many art projects have literacy-based connections and incorporate social-emotional learning concepts.

### **2b. Physical education/health/nutrition**

Led by the wellness committee, SJB continues to make strides in increasing overall health and wellness. We partner with the Welborn Baptist Foundation and have been named an Upgrade School for successfully creating and promoting opportunities for healthy student behaviors. Schoolwide wellness initiatives include healthy food tasting during lunch periods to increase vegetable consumption, utilizing only healthy foods as rewards, adding a walking track, hosting a Walk-to-School Day, and engaging in daily, active recess time.

All K-8 students attend PE class twice a week, where the primary focus areas are keeping students actively engaged and promoting a healthy lifestyle. Students at the K-2 level develop their skills in early locomotor activities such as dribbling, striking, tossing, and catching takes place at the K-2 level to improve coordination. Grades 3-8 PE lessons progress to skill development, gameplay, collaboration, and sportsmanship among students. In addition to participating in many traditional sports, less common sports such as archery and pickleball are also included in the curriculum.

Health is offered weekly in grades 6-8 where the skills-based curriculum focuses on whole-person development centered on the eight dimensions of wellness. Sean Covey's book, *The 6 Most Important Decisions You'll Ever Make*, supplements the eighth-grade curriculum to discuss important and relevant skills for this age group such as gaining self-esteem, choosing good friends, facing pressures, and succeeding in school.

## **2c. Foreign language(s), if offered (if not offered, leave blank)**

All students in grades K-8 participate in Spanish class weekly. Every grade has opportunities for speaking, listening, reading, and writing in Spanish. Instruction centers around a high-interest central theme of age-appropriate complexity that is unique to that grade level. For example, fifth grade focuses on food, sixth grade on culture, and seventh grade on sports. Every Spanish class targets a specific communicative goal related to the theme; students strive to use the language to communicate and achieve a task. Exposure to grammar and vocabulary is embedded within each lesson, and students track their own progress toward these communicative goals. Spanish class offers a variety of activities that encourage students to be active participants in their own language development.

Cross-curricular connections are made with other subject areas, such as religion, art, music, and social studies. Students study celebrations of other countries such as Dia de los Muertos and Cinco de Mayo. Cultural topics are incorporated into many lessons as well as presented through explicitly culture-centered activities and experiences. Students are encouraged to make connections and comparisons to their own language, community, and culture as they gain an awareness and appreciation of diverse people, places, and perspectives.

## **2d. Technology/library/media**

For over eight years, we have had 1:1 technology for students providing iPads for K-1 students and Chromebooks for grades 2-8. Students and teachers utilize Google Classroom for managing daily tasks, assignments, and online assessments. Students in K-5 participate in computer classes weekly where they receive instruction in typing, Google platform programs, animation, web design, and digital citizenship. Students in 6-8 focus on the application, incorporation, and expansion of these skills through all of their courses.

Our newly-renovated school library allows for more student-focused and collaborative learning. There is room for group work and whole-class instruction as well as individual work areas. The library keeps up-to-date books and newly-released titles to maintain student interest. K-5 students attend library classes once a week and have opportunities to check out library books, participate in read-alouds, and enjoy individual reading time. The library is also accessible to all students and staff throughout the week.

The school uses multiple sources of media to communicate with faculty, staff, students, and families. The SchoolMessenger platform sends information via phone, text, and email. The school emails a weekly newsletter about upcoming school events, and classroom teachers also send out weekly newsletters to their students' families. The school operates Facebook, Twitter, and Instagram social media accounts to share the great events that happen at school each day.

## **2e. Any other interesting or innovative curriculum programs you would like to share**

We are proud to offer a vertically-aligned, standards-based, Catholic religion curriculum to all students daily. At each grade level, students are able to grow in their faith by studying different tenets of the Catholic faith including the Sacraments, Ten Commandments, the Mass, and Saints. Students participate in and attend weekly Mass. Younger and older students are paired together as "Mass Buddies" for the liturgy. Classes take turns leading the weekly Masses, and students serve as readers, gift bearers, and greeters. Having these opportunities to participate more actively in Mass brings the students' faith to life. All students have monthly opportunities to be a disciple of Jesus through classroom and schoolwide acts of service.

With a dedicated middle school religion teacher, students in grades 6-8 receive forty minutes of daily theology and participate in a personal faith-based activity each quarter. Students in second grade prepare for the sacraments of Reconciliation and Holy Communion. Several grade levels are able to attend retreats and field trips throughout the year to strengthen their faith. As a school, we pray together each morning and afternoon, and faith is integrated into all aspects of the day.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Grade-level and subject-area teams meet with administrators at least monthly to identify students who need additional support based on data collected through iReady, classroom assessments and observations, and progress monitoring. From there, teachers identify skill gaps and create small groups for reteaching and intervention. The classroom teacher then plans lessons for these small groups to close the gaps.

In addition to the classroom teachers, exceptional learning teachers and paraprofessionals push into K-5 classrooms to offer support and instruction during small group work time. The exceptional learning team also pulls math and ELA groups out of the classroom for explicit instruction and remediation of specific skills that have not yet been mastered.

We continue to utilize data-driven groups for middle school students who are performing below grade level. Similar to elementary classes, teachers use student data to create small groups to address skill gaps. The exceptional learning team provides push-in support for both math and ELA. Students have a daily student resource period when they receive additional support, as well as a weekly study hall time when teachers hold remediation sessions for small intervention groups.

Each K-8 student has a pathway created uniquely for them based on their most recent iReady assessments. Students are given time to work on their pathways multiple times per week. Class and schoolwide incentives are in place when students master lessons and show growth. Students work at their own level using individualized learning platforms such as IXL and Newsela.

If a student continues to struggle despite classroom interventions, their teacher will refer him or her to Response to Intervention (RTI). A team of teachers collaborates with the classroom teacher to implement new interventions and monitor the student's progress until either he or she shows growth or the teacher has collected enough data to make a referral for special education testing.

#### **3b. Students performing above grade level:**

SJB serves students who are performing above grade level through two different approaches. The highest-performing students (typically in the top 2% nationally) receive focused instruction by high ability teachers as part of our Exceptional Learning Program. These students work on curricula that are one to four years ahead of their same-age peers.

For students who consistently perform above their grade level yet do not qualify for high ability, we strive to find other ways to challenge them within the general education classroom. All math classes beginning in third grade are ability grouped, allowing one section to continue at the typical pace while the other class is able to provide accelerated instruction with additional opportunities to dive deeper into the content. Teachers use pretests to assess prior knowledge and use this information to create small groups who may already

show mastery of a topic and need a different learning plan for a unit. The teacher differentiates ELA instruction to meet the needs of high-achieving students by offering different levels of vocabulary instruction and small group book studies using novels of higher Lexile levels. Newsela and Readworks, which offer leveled reading passages, allow for the differentiation of reading levels on similar topics. Science and social studies classes include individual and small group projects that are modified to provide application extensions such as creating a hands-on experiment or visual aid for higher-achieving students.

iReady pathways are another tool to challenge students performing above grade level. Based on their current assessment, iReady meets the students where they are with new lessons that will engage them when they are scoring above grade level. Teachers can also assign specific lessons at any grade level so they can match a classroom topic with a more advanced study of the skill.

### **3c. Students with disabilities:**

Through our Exceptional Learning Program (ELP), SJB is able to meet the needs of a diverse population of special education students that non-public schools would typically not be able to serve. Because our local education agency only provides consultative services for special education students (other than speech therapy), our ELP teachers fill the gap and provide direct services. We currently serve students with active Service Plans falling into ten out of the fourteen categories of disability designated by the Individuals with Disabilities Education Act. SJB also meets the needs of students with non-qualifying disabilities who receive additional support through Accommodation Plans.

Teachers provide services and support to students with disabilities through a variety of methods while focusing on the specific needs of the student, the least restrictive environment, and their Service/Accommodation Plan goals. All students, even those with significant cognitive delays, spend at least 65% of their school day in the general education classroom with their grade-level peers. The exceptional learning team partners with the general education teachers to provide accommodations such as visual schedules, assistive technology, and daily check-ins. Teachers also offer modifications including alternate rubrics, modified assessments, and parallel activities within the classroom. The ELP teachers and paraprofessionals work with special education students in small groups both within the classroom and in pullout groups to address individualized goals. The team also uses intensive interventions such as the Orton-Gillingham Approach for literacy instruction in small groups or one-on-one settings. ELP teachers create a replacement curriculum based on Indiana's Alternate Standards and Content Connectors for students with significant cognitive disabilities. Teachers keep regular progress monitoring data for all special education students and share this documentation of progress toward goals with parents.

All students complete summative state assessments. Most take IREAD and ILEARN state tests, utilizing accommodations as outlined by their plans. However, a few students, due to significant cognitive delays, qualify to participate in Indiana's Alternative Measure (I AM) assessment.

### **3d. English Language Learners:**

Using the WIDA assessment screener, teachers screen all students listing a language other than English on the Home Language Survey for English Proficiency, per state guidelines. For students who do not pass the screener, teachers set goals and develop an Individualized Learning Plan (ILP). Students are provided instruction, support, and accommodations as outlined in their ILP. Each year, students take the WIDA ACCESS assessment to measure progress, and ILPs are updated annually until students achieve English proficiency.

We provide English Language Learners (ELL) with various levels of support based on their proficiency levels. Beginning students receive weekly pullout lessons in a small group with a certified English as a Second Language teacher where individualized language goals are the basis for instruction. The teacher regularly evaluates and modifies these goals as students progress. Language goals seek to help students develop academic language skills and are intertwined with content in the general classroom. Lessons are hands-on and applicable to real-life settings. Students who are closer to fluency receive support and accommodations within their general education classroom. Teachers give special attention to ensuring ELL



students are able to access the content and achieve grade-level proficiency.

Teachers provide ELL students with supportive supplemental materials as well. Beginning students access picture dictionaries in the general education classroom and learn how to use these resources during English as a Second Language class. Higher-level students utilize content area picture dictionaries and accompanying ancillary materials for academic support to build academic vocabulary in their core content area classes.

We also provide social-emotional support to English learners. Small group time with the school counselor to work on play-based and social language skills helps our youngest students. We partner intermediate-grade students with an older ELL graduate “buddy” to provide opportunities to converse and practice social skills.

### **3e. Other populations, if a special program or intervention is offered:**

All students should learn in a fitting environment that challenges them and inspires them to excel. At SJB, we pride ourselves on providing that within our high ability program to an often underserved population.

The school administers a cognitive abilities test to all students in kindergarten, second grade, and fifth grade, as well as students new to our school. SJB identifies students who score at or near the 98th national percentile as high ability (HA) in the domains of ELA and/or math. Currently, this represents approximately 13% of SJB's student population. High ability teachers tailor instruction for these exceptional learners based on each student's current level of ability, working in content at least one grade level above their own. Along with content differentiation, teachers differentiate in the process as the HA classroom pace is accelerated with little to no need for repetition. The differentiated environment of small, self-contained high ability classes allows for like-minded students to work together and challenge each other rather than be relegated to waiting or becoming teachers' assistants to struggling students.

In HA ELA classes, students in grades K-8 develop their creativity by writing, illustrating, and publishing their own books. Students in grades 1-8 also complete a “Passion Project” each year involving extended research in a personal area of interest. Seventh and eighth-grade ELA students take assessments used in AP Literature classes as well as SAT writing and language tests. In addition to working on a higher-level curriculum, HA math students in grades 4-8 develop their problem-solving skills as they participate in challenging Math Olympiad competitions. HA students in grades 7-8 participate in MATHCOUNTS, a nationwide math competition for middle school students. Our unique HA program offers opportunities to students to ensure they have fitting challenges and opportunities to grow.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Students are the center of all we do, and student engagement, motivation, and individual growth are priorities when making all decisions.

A positive environment begins each morning as staff members personally greet students at the door when they enter the building with a simple “good morning,” high five, quick laugh, or hug. Morning announcements include celebrations of birthdays, student achievements, and athletic accomplishments. All students and staff recite our school’s Tiger Promise where we pledge, “I promise to do my best today. I promise to be kind and respectful at all times. I promise to glorify God through my actions and have courage to do what Jesus wants me to do. Today I promise to live what St. John the Baptist School teaches.” Morning announcements always conclude with the principal stating, “Let’s all make today a great day . . . the choice is yours.” Throughout the day, we encourage one another to see the good no matter what the day brings.

In addition to establishing a positive tone, teachers utilize student choice to promote student engagement. Teachers are innovative by offering various projects, topics of interest, and classroom activities to inspire students’ personal curiosities. Each fall, every eighth-grade student chooses a topic about which he or she is passionate and would like to learn more. This semester-long research culminates with an oral presentation and visual display at the annual Passion Project Fair where attendees can view their findings.

Teachers use incentives to encourage and reward students. Students in grades K-5 have the opportunity to earn “Tiger Tickets,” and middle school students are able to earn “House Points” for a variety of behaviors such as making good choices, showing leadership, working diligently, and growing academically. Teachers draw a ticket out of each classroom’s basket every Friday for a reward. Celebrations and incentives for students who show the most growth on formative assessments, earn the most Accelerated Reader points, complete lessons on personalized learning pathways, and master math facts also engage students. Additionally, some teachers utilize a mini-economy to motivate and reward students within their classrooms.

The school counselor, who is in the building five days a week, is another source of social and emotional support. Students have a safe space to share their struggles and feelings as well as learn strategies to work through their problems. By fostering a positive environment, we are able to nurture individual student growth.

### **2. Engaging Families and Community:**

Family is a central focus as we partner with parents to help their children grow in faith, knowledge, and service. Back to School Parent Night occurs prior to the opening of the school year to help support parents. We email a weekly schoolwide newsletter called “Tiger Tales” to keep families updated on school events. Parent-teacher conferences are scheduled at the conclusion of the first quarter for all families as well as any time a parent or teacher requests one. The Parent Teacher Student Association (PTSA) hosts a number of events to engage families including a yearly Mother-Son Event, a Father-Daughter Dance, Catholic Schools Week Family Fun Night, and ROAR Fundraising Event. Parents regularly volunteer in the school by helping in the cafeteria, library, and classrooms.

Families with food insecurity are able to have their needs met through our Backpack Program which enables students to take home a supply of food each weekend. We support families who need additional assistance through Thanksgiving and Christmas giving programs. A community food bank and a thrift store are also accessible to families on our school campus.

SJB partners with local nonprofits to provide programming to students in various areas. Holly’s House presents the “Think First and Stay Safe” abuse prevention program to students in grades K-5. Albion Fellows Bacon Center leads a violence prevention program for students in grades 6-8, and Teenpower’s

VOICE program teaches middle school students about the dangers of vaping. To enhance the middle school science curriculum, we partner with local law enforcement for a forensics unit. Our partnership with Upgrade, a local nonprofit focused on encouraging healthy student behaviors, has offered programming on healthy habits, served healthy options in the cafeteria, and provided funds to create an outdoor track.

In addition, SJB works with Junior Achievement of Southwest Indiana which sends volunteer business professionals to teach financial literacy and entrepreneurship skills. One of our most successful Junior Achievement partnerships is with Koch Enterprises, a local business that presents a challenge that their business is facing and asks the students to propose creative solutions. Students brainstorm ideas and then travel to the actual business headquarters to present their proposals to the Koch employees.

The school council recently conducted a survey of all stakeholders to understand the strengths and areas for improvement within the school. The council collected and analyzed these findings to update our strategic plan which included creating three to five-year goals focused on continued student success and overall school improvement.

### **3. Creating Professional Culture:**

The teachers at SJB strive to explore new ways to engage students and present information in meaningful ways. Teachers feel valued and supported through experiencing professional development, earning outside grants, and receiving assistance from the PTSA.

Our principal encourages and supports teachers' professional growth by researching and communicating available opportunities to them that are consistent with our school improvement goals. Recently, educational consultant and motivational speaker, Dr. Todd Whitaker, came to SJB to lead teachers in a workshop focused on his book *What Great Teachers Do Differently*. Over the past five years, twelve teachers have traveled to the famed Ron Clark Academy in Atlanta to learn about transformative and innovative teaching. After each professional development opportunity, teachers share with each other what they experienced and learned. A professional library of current educational books and resources is available for teachers to utilize. SJB is an environment where sharing ideas and knowledge among staff creates a professional culture.

SJB teachers have been recognized for their professional expertise as they have written and received grants to fund their own creative ideas to support innovative learning. Three SJB educators were honored to be grant recipients from the Lilly Endowment's prestigious Teacher Creativity Fellowship Program to renew their passion for teaching through exploration and reflection.

Several teachers have earned grants from Marian Educational Outreach to support the needs of special education students. Last spring, three teams of teachers earned Classroom Enrichment Grants from the Rotary Club to fund creative projects in their classrooms. This winter, four teachers earned grants totaling \$13,000 from the Mother Bear Charitable Foundation to support students in high ability language arts, high ability math, art, and literacy centers. These grants have supported teachers and allowed them to grow professionally as they develop new ideas and initiatives in their classrooms.

The collaboration of PTSA, the School Council, and the school administration directly supports teachers' efforts. SJB recently renovated the library with new shelving, furniture, and learning stations. Teachers also receive money at the beginning of each school year to help fund new items for their classrooms. Teachers are surprised several times a year with treats in the workroom, motivational notes in their mailboxes, and gift card giveaways. Another aspect of positive morale is our "Thank a Tiger" initiative where staff members write a complimentary note when he or she notices the achievements of another.

Through professional development, outside grants, and support from an active PTSA, teachers thrive in a supportive environment that fosters professionalism.

### **4. School Leadership:**

The principal at SJB leads by example with the philosophy to “always do what is best for students.” Each time the staff discusses a new strategy or program, she keeps this philosophy as the focus. By doing this, we are able to support students as they grow academically, spiritually, emotionally, and socially. The principal keeps the staff up-to-date with the current local and state mandates. In leading monthly faculty meetings, she starts each meeting in prayer followed by the staff reciting our school’s mission statement, “St. John the Baptist Catholic School is a Christ-centered community forming disciples through faith, knowledge, and service.”

To further support the learning achievements of students, the principal works to find new avenues to enrich the learning environment. She has spent countless hours writing grants that have funded guided reading programs, special needs resources, science lab equipment, new technology, and updated lockers. She has also gained the support of many church and community stakeholders who support her philosophy and vision for SJB.

With an innovative vision, our principal is always open to new, creative ideas. To help improve SJB, she has created committees to allow these ideas to come to fruition. Teachers are encouraged to share their talents and take ownership of their roles in the committees. By guiding and overseeing each committee through collaborative leadership, she is able to ensure that each decision supports the school’s philosophy and complements the work of the other committees.

As SJB grew in enrollment, our principal recognized the need for an assistant principal and added this position four years ago to increase the level of student and teacher support. The assistant principal meets with each grade level team once a month to discuss curriculum, assessment data, areas of improvement, and strategies that are working well. She supports and gives insight into other areas of concern from the teachers while also leading the RTI committee and iReady data tracking efforts.

As a result of the effects of COVID-19, the administration also identified the growing need for emotional support for students. SJB now has a full-time counselor who meets with some students on a weekly basis and with other students as needed. The school counselor also offers support and strategies for the teachers to use with their students.

With the leadership philosophy of always doing what is best for the students, our principal prioritizes student needs and establishes a student-centered learning environment where all students can reach their full potential.

## **5. Culturally Responsive Teaching and Learning:**

As a Catholic school rooted in faith, we are called to see every person as Christ and love one another as Christ has loved us. This fundamental Christian principle is the basis of how we embrace the diverse needs and backgrounds of students, families, and staff.

Catholic Social Teaching includes caring for the poor, respecting the dignity of the human person, and caring for God’s creation. Throughout the year, SJB participates in continuous service projects that benefit those less fortunate such as a canned food drive to supply a local women's and children's shelter with the food they need. In addition to donating the food, seventh-grade students visit the shelter and learn more about the needs of our local community. Each year we work to raise money to support our adopted students in Haiti to provide the necessities for them. To increase students’ awareness of the need to help those around us, middle school students are required to complete service hours each quarter which are met in many ways including volunteering at the on-campus thrift store, serving and preparing meals at a local soup kitchen, visiting shut-ins and nursing home residents, and helping children with special needs.

Teachers have added read-aloud books and class novels that center around equity, differences, and social justice to increase awareness of the different challenges people and cultures face. This opens up opportunities for age-appropriate discussions for students to understand the world around them more deeply. Teachers remind students that they have a voice and are called upon to use this voice to influence others in a positive way. Each year for our middle school "Book Madness" nominees, language arts teachers

purposefully select books written by current African American, Hispanic, and Asian American authors for students to read. In our high ability ELA classroom, middle school students engage in an in-depth Civil Rights unit studying slavery, sharecropping, and the Emmett Till trial.

As classrooms become more culturally diverse, our Spanish teacher provides personal support for students and parents offering translation services to bridge the home-school connection. This teacher takes personal responsibility to ease these families' transition to our school community.

From service projects to intentional classroom instruction, teachers work diligently to stress that awareness and respect for all people is a fundamental value.

## **PART VI - STRATEGY FOR EXCELLENCE**

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The most instrumental practice in SJB's success is our Exceptional Learning Program (ELP). This program is the heartbeat of the school, recognizing the unique gifts of all children and cultivating these gifts to their fullest potential. Five full-time teachers and four part-time paraprofessionals meet the needs of diverse groups of learners, including those who are high ability and those with intellectual, physical, emotional, and learning disabilities.

We identify high ability students separately in the areas of English language arts and math, dedicating teachers to work with these fifty-three students in an accelerated and enriched environment. We are able to meet or exceed Indiana's recommended minimum HA contact time of 150 minutes per week per subject area in most grade levels. Furthermore, in grades 4-8 ELA and grades 3-7 math, we provide a complete replacement of classroom curriculum, the ideal service option for these advanced learners. Small HA class sizes allow for individualized instruction in a quick-paced classroom. For example, the sixth grade HA math class works on the seventh grade or higher math curriculum at an accelerated pace and participates in enrichment activities such as developing an integer timeline presentation about their lives, creating math centers for younger students, and participating in Amazing Race math competitions. Seventh and eighth-grade HA ELA students work on a curriculum comparable to high school AP Language and AP Literature by studying higher-level literature and writing literary analyses.

Our thriving resource program serves over fifty students with diagnosed disabilities, provides support to students who struggle with grade-level content, and offers research-based interventions through our Response to Intervention program. ELP teachers identify students, create individualized accommodation and service plans, set goals, and provide direct instruction to students who need special education services. Resource teachers also offer social-emotional support and sensory breaks to students with mental health diagnoses, behavior concerns, and attention disorders. For example, a student might complete a lesson from the A Little Spot of Feelings series, spend time in the calming corner with a favorite fidget, or play in one of our sensory bins.

Our Exceptional Learning Program provides a high-quality Catholic education to students with needs not typically served in non-public schools. With these focused programs to work with high ability and resource students, general education classroom teachers are empowered to focus on their typical learners. We offer an exceptional education for our diverse learning community while preparing all students to embrace those around them with differences.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No
3. What is the educational cost per student?      \$6000  
(School budget divided by enrollment)
4. What is the average financial aid per student?      \$3812
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      32%
6. What percentage of the student body receives scholarship assistance, including tuition reduction?      55%

## PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

### FOR NORM-REFERENCED TESTS

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*Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2021-2022)<sup>1</sup>. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.*

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup<sup>2</sup> in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments<sup>3</sup>).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

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<sup>1</sup> Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

<sup>2</sup> Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

<sup>3</sup> Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)