

***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 Ms. Allyson Genova-Hall

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

Official School Name Saint Stephen Of Hungary School

(As it should appear in the official records)

School Mailing Address 408 E 82nd Street

(If address is P.O. Box, also include street address.)

City New York State NY Zip Code+4 (9 digits total) 10028-5902

County New York

Telephone (212) 288-1989

Fax \_\_\_\_\_

Web site/URL <https://www.saintstephenschool.org/> E-mail [agenovahall@saintstephenschool.org](mailto:agenovahall@saintstephenschool.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.

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\* Sr. Mary Grace Walsh ASCJ, Ph. D. E-mail MGW@archny.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of New York Tel. (646) 794-2006

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.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Thomas Doheny

(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.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

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	40
K	26
1	36
2	31
3	33
4	29
5	35
6	34
7	34
8	37
9	0
10	0
11	0
12 or higher	0
Total Students	335

\*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):
- 0.3 % American Indian or Alaska Native
  - 4.7 % Asian
  - 3 % Black or African American
  - 7.2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 79.7 % White
  - 5.1 % 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: 1%

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	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2021	335
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services with an IEP: 12 %  
Total number of students served 39

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>4</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>6</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %  
Total number of students served: 7

10. Number of years the principal has been in the position at this school: 1

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 18:1

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	96%	95%	93%	95%	93%
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.

To provide students with the skills to be successful global citizens in our ever-changing global community.

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

<https://4.files.edl.io/335f/09/21/22/180817-7da73aa3-60d6-464a-b5d6-2c81ffc3bace.pdf>

Roman Catholic schools in the Archdiocese of New York base their educational purpose and all their activities on the Christian teaching of the essential equality of all persons as rooted in God's love. Thus, with discrimination so repugnant to their nature and mission, Catholic schools in this Archdiocese do not discriminate on the basis of race, color, national and ethnic origin, or gender in administration of educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

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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Saint Stephen of Hungary School is a pre-K through Grade 8 Catholic school with a rich heritage of academic excellence. Founded in 1928, the school was established as a ministry of the Saint Stephen of Hungary Parish to educate the children of working families in the Yorkville area of New York City. Aided by the Franciscan Friars, the school originally served a vibrant and robust Hungarian community, instilling within its students the Franciscan values of kindness and consideration for all creation.

Our professional faculty is made up of highly credentialed, experienced teachers who are committed to the nurturing of each student as a whole person: mind, body, and spirit. It is among our foundational beliefs that educating the entire child creates within each the self-confidence, drive, and passion to become the active, passionate, and principled leaders of the future. Our holistic and differentiated approach to teaching encourages students to explore the world around them while challenging themselves to take the intellectual risks necessary for proper growth and learning. This life-changing education, by promoting a growth mindset, as well as the development, and application, of critical thinking skills, challenges students to arrive at creative, plausible solutions to complex, real-life problems. Working collaboratively, students learn to clearly communicate diverse opinions and resolve conflict. Curriculum is tailored to support the needs, and promote the growth, of each individual student while also celebrating the unique individual differences of our diverse student body. Saint Stephen provides students with a rigorous, ever-growing, and incrementally advancing academic skill set that is personalized to each student as their growth potential is realized over time. In this unique educational environment of consistent, individualized growth, we are equipping our students for success in a rapidly changing global community.

Because affordable, high-quality education is often difficult to find, Saint Stephen of Hungary School is committed to maintaining reasonable tuition and fees. While the average annual tuition of an independent school in Manhattan is upwards of \$50,000, Saint Stephen's average tuition is \$13,000. Affordable tuition, coupled with a Catholic values-based, growth mindset education, has made Saint Stephen of Hungary School one of the most desirable choices for elementary education.

The benefits of a high quality private Catholic education are legendary. Through small classes and differentiated instruction, teachers meet the needs and interests of every student. A unifying focus on values and culture, coupled with an integrated core curriculum, supported by technology and enriched by the fine arts, help connect young minds to become well-rounded citizens of the world. A robust community of parents and educators provides support for students while also emphasizing, and demonstrating, the vital importance of service to one's own community.

Saint Stephen of Hungary School's unique, multifaceted, individualized, growth-driven educational approach has yielded demonstrative results in Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) testing, on which our school has achieved top placement in several consecutive years. Additionally, when compared to our New York City District 2 counterparts, Saint Stephen has ranked higher in New York State testing; an extraordinary achievement that demonstrates that our faculty's commitment to personal student growth translates into our school's excellence as an academic institution.

The Lower School and Early Childhood programs from Pre-K to Grade 3, foster a love of learning while nurturing the natural curiosity students bring with them to school each day. Students begin with a "hands on, minds on" instruction where emphasis is placed on what they are learning rather than on what they are doing. As teachers help students build upon their prior knowledge through connections, students develop the building blocks of literacy and mathematics. Students are then encouraged to explore thematic units of study in science, social studies and religion. Lower School students are encouraged to develop independence through risk-taking and self-advocacy, thus building self-confidence which prepares them to approach academics proactively and inspires them to engage more freely in social interactions.

The Upper School, from Grades 4-8, develops an academically rigorous learning community that supports students as they grow in independence and confidence. Students are challenged to think critically about the world around them in an increasingly complex manner while being urged to offer plausible solutions to

complex, real-life problems. Students strengthen confidence in their own self-identities through expressing their diverse opinions, developing listening skills, resolving conflict through dialogue, as well as participation in debate clubs and improvisation classes, designed to free students from fears and inhibitions so as to elicit their true potential as unique, thoughtful, insightful individuals. Our Service-Learning Program follows a collaborative instructional model that involves direct student feedback related to the students' own identification of community needs as well as the application of taught skills to both research solutions and resolve those identified needs. Student involvement in the program fosters the appreciation among students for their unique differences as well as their ability to work collectively to achieve solutions. Collaborative decision-making within the program hones each student's individual decision-making abilities.

During the middle school years, families work in tandem with teachers to facilitate the approaching transition to high school. Saint Stephen of Hungary School's Grade 8 students are sought after by excellent academic, and award-winning, secondary schools due to their individual dedication to excel and Saint Stephen's reputation for producing distinctly high-achieving graduates.

Saint Stephen of Hungary School students thrive by applying their academic talents to a tailored, ever-expanding curriculum that spurs learning in a continuous upward trajectory. The mission of Saint Stephen of Hungary to promote constant growth for every student is supported by a solid foundation consisting of our school's access to tremendous resources, an extraordinarily talented faculty, and staff, a thoroughly committed Pastor and Parish community, and a vigorous, dedicated body of parents.

To practice good stewardship of these abundant resources, effectively and responsibly, requires continued commitment to four steps: staying true to our mission as a Catholic school and the needs of our students, exploring our realities and opening our hearts and minds, considering how decisions will impact our future and seeking wisdom, and allowing the Holy Spirit to transform our efforts into a community.

## **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:**

The Saint Stephen of Hungary School, in alignment with the rigorous guidelines of the Archdiocese of New York which provides a high-quality infused curriculum that meets and/or exceeds the New York State Next Generation Standards. Our curriculum is designed to be student-centered, while focusing on critical thinking, creativity, and collaboration. The Reading/English Language Arts program utilizes a holistic, differentiated path to learning that encourages students to investigate and explore the world.

The Project Based Learning approach, which offers students an opportunity to lead the classroom and provides guides to resolve global problems through a social justice lens. Various tools and resources are implemented to support student learning, including using the textbooks and literature in print, digital resources, Google Classroom, and the use of technological tools such as 1:1 Chromebooks. Students are given the opportunity to have their course work in three types of environments, skill building, general education and enrichment classes.

Saint Stephen of Hungary School strongly emphasizes reading and writing across the curriculum. The Savvas Balanced Literacy Program series guides and assists students in development of their literacy, language, analysis and craft, and structure skills. Students are able to read and write in various genres, including mysteries, poetry, and non-fiction. In addition to independent reading, spelling, and novel study units, students practice improving their reading stamina and expanding their vocabulary.

Students are offered the option of taking exams digitally or on paper, providing flexibility and differentiation. Students are further assessed formally through oral presentation, handwritten work, active participation, and summative end-of-unit assessments which are project based and student centered. In addition, students are assessed in NWEA MAP three times a year during which all teachers use a collective of results to inform instruction and guide teachers in differentiation. Routine formative and summative assessments are scheduled each quarter. These assessments are beneficial tools in understanding how to teach standards and skills while meeting the needs of individual students.

Beyond our core academic subjects, we offer a range of elective programs and extracurricular activities that comply with the New York State Next Generation Standards in Integration of Knowledge and Ideas to help students develop their interests and skills. Students benefit from such selections as Forensics and Debate, wherein students learn public speaking, participate in a competitive nurturing setting, while using different media—text, audio, video, stage, or digital mediums to present a particular finding or fact. To further support our understanding of our students the school utilizes a learning management system, Edgenuity, to provide remediation and enrichment of skills students are ready to develop.

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

From Grades Kindergarten-Grade 8, in compliance with the New York State Next Generation Standards, Saint Stephen of Hungary School utilizes the Eureka Math, the most widely used and highly rated curriculum in the United States. The Eureka curriculum, known as “math without memorization”, introduces core and reinforces concepts, and extends throughout the lesson which, in adherence to the standards, builds in each domain area from year to year. Through Eureka Math and the supplementation of material; the students achieve, and exceed, the grade level standards in which accelerated courses are now offered.

Utilizing the accumulation of math support material, students benefit from their growing body of knowledge, applying their skills to problem solving and new content as they progress in their academic careers. Instruction in the classroom is both problem-based and systematic. Class instruction includes student-centered activities designed to have students build upon prior skills and knowledge so as to

strengthen their foundational math abilities through redundancy, while also collaboratively working to achieve a higher learning math objective. Students are invited and encouraged in each class to share their thought process, approach to problems, and alternate strategies, while supporting their mathematical solutions. Students are encouraged to utilize discourse in the classroom to explain their problem-solving strategies which allows other students to add on their strategies and ask questions which promotes a high level of student engagement. Students are encouraged to share their hypotheses and reflect on new strategies presented by their peers.

Formative assessment is an integral part of how instruction is evaluated at Saint Stephen of Hungary School. Assessments take many forms: informal; observation, online math drills; quizzes; and questioning. A skills period is woven into the schedule wherein small groups of students are challenged with extension questions, global application problems, and concept practice for concepts. Opportunities for enrichment are also provided and integrated into small group instruction or blended learning models to provide for individualized paths.

Teachers continuously assess students' strengths and needs as data formulate the optimal instruction techniques. NWEA MAP testing is held three times during the school year. This adaptive test allows educators to recognize areas of need for each student and address these challenges through planning strategies and instruction. Summative assessments are essential for evaluating student learning and driving subsequent instruction.

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

Saint Stephen of Hungary school K-8 science curriculum, STEM Lab, and STREAM classes utilize phenomena-based inquiry models as the foundation for the New York State Next Generation Science aligned. All grades receive science instruction via a spiral approach in which content is built upon and revisited organically in the K-5 and then the 6-8th curricula. Science concepts, which may overlap, are also taught in interdisciplinary lessons between various subjects.

Students in early childhood and childhood grades are encouraged to question the world. Utilizing the curriculum from Discovery Education in both print and digital, students are engaged in micro labs to encourage their development of models to compare and contrast multiple solutions of disciplinary core ideas. Students are provided opportunities in the rooftop garden, school composting, and observe life cycles of various organisms (butterflies, chickens, etc). Students in middle school learn using the 5E Model, a comprehensive sequence of instruction, and utilize interactive science notebooks for data collection, perform lab experiments, learn in stations that meet the needs of various types of learners, and participate in escape rooms to review content. Students frequently work in cooperative learning groups as they learn to collaborate effectively in group settings. In the case of synchronous remote learning virtual labs and stations are employed in tandem with direct class instruction.

Teachers also utilize various formative assessments for example, exit tickets, lab papers, accountable talks, Google forms and sheets, interactive notebooks, and group projects to show mastery of the content. NWEA MAP Science testing is used in science for the 3rd-8th grades three times a year to guide teachers and students of their strengths and weaknesses of skills in the area of the sciences such as physical, life, and earth and space. Furthermore in school and at home Kiwi Kits provide additional science enrichment.

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

The Saint Stephen of Hungary school's Social Studies program provides a rigorous, student-centered, learning experience that offers a progressive, sequential curriculum based on the New York State Social Studies Framework, Common Core standards. Our curriculum emphasizes a comprehensive knowledge of history and civic responsibility, as well as a keen awareness of current national and global developments. Students are presented with diverse historical perspectives using primary source literature and documentation to amplify the inclusivity of all voices from the past and to portray a more truthful representation of history.

In addition the course texts, academic databases, Discovery Education for multimedia enriching activities, groups of all grades engage in a multitude of specific, hands-on activities and experiences that provide a multi-faceted, balanced approach to learning that involves each child's senses, as well as their minds. Student group activities on various grade levels include role-playing, student project collaboration, the manipulation, and discussion of historical artifacts, creating art using the mediums and techniques from past civilizations, and field trips to local museums and historic sites.

Teachers continue to foster student discourse, critical thinking, and comprehensive understandings of history to enable students to draw comparisons with, and critique, the present, in anticipation of becoming the dynamic social leaders, and advocates, of the future. Students are assessed through discussions and debates based on primary sources and course content. Continued formative assessment includes written essay assignments which include students' opinions with additional evidence and data, promoting a deeper understanding of pertinent issues, both past and present. Exposing students to current issues facing the nation and world is a key component of the curriculum which allows students to use their comprehensive knowledge of the past to understand current challenges while collaborating with one another in generating plausible solutions.

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

Through many community and civic based service programs, students at the Saint Stephen of Hungary school participate in their varied projects with many transferable skills. From Kindergarten to 8th Grade, the middle school students are encouraged to participate in service learning projects, such as supporting educators and staff, fundraising events for the less fortunate, and serving the underprivileged at Thanksgiving and Christmas seasons.

Students are encouraged to show leadership qualities in and out of the classroom. Successful projects include creating backpacks for new immigrant children, donating STEM based projects to urban and economically challenged after school programs, donating food to food pantries etc. Students at Saint Stephen of Hungary school not only contribute to their micro and macro environments by being positive role models for the school and community at large.

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

The exploration of learning in the pre-K classroom fosters a discovery for a love for life-long learning. pre-K is an opportunity for exploration and growth. Students discover a love for learning through our rich inquiry-based learning environment. This approach in the curriculum allows students to become active members in the classroom and develop skills to engage, explore, elaborate, explain, and evaluate throughout the learning process. Teachers emphasize the role of the student and encourage them to question, investigate and draw their own conclusions. Our pre-K curriculum, which encompasses english language arts, math, science, social studies, religion, the arts and french, allows students to become engaged learners within the classroom. Teachers utilize students' interest to drive themes and lessons with an emphasis on hands-on learning. Thematic units are cross curricular where students use more than one subject area in a rich variety of activities.

Teachers work in teams across grade bands to plan lessons that directly correlate to early childhood academic standards. pre-K teachers keep running records formally and informally to ensure that each individual child is reaching or exceeding grade level benchmarks. Through our curriculum of inquiry-based learning, each child is better prepared emotionally, socially, and academically in a positive and nurturing environment to proceed through grade levels pre-K to 3rd Grade, meeting or exceeding the standards.

Pre-K better prepares the children's readiness and success in childhood grades as they learn to think critically, as well as actively. They are engaged in challenging situations and use their prior knowledge to become active participants in learning and provoke inquiring questions. Additionally, our pre-K students apply their knowledge towards new situations where knowledge is deepened and extended. Curriculum mapping with teachers among various grade levels identify key subject areas and concepts that build upon the growth of the whole child.

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

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

Resiliency and creative problem solving are necessary skills for survival in our fast-paced, ever-changing world. At Saint Stephen of Hungary school, kindergarten-8th grade students learn these essential skills in the art room. Our visual art program provides a space for children to feel comfortable taking risks and making mistakes. The use of a cross-curricular approach to engage and inspire all students, accepting their ideas, and scaffolding their abilities with processes and materials so they can foster the artist in their hearts. Students have an opportunity to see how the world works physically through materials, emotionally through expression, and socially through collaboration. Underpinning our lessons with social justice and activism helps students become agents of change while teaching them skills to express themselves.

Students in all grades create projects that explore social issues like environmentalism, social justice, and spirituality, seeing themselves as part of a larger picture. Each grade level learns and practices traditional artistic skills such as drawing, painting, collage, clay, sculpture, and printmaking, melding artistic practice with thoughtful intent. This provides a satisfyingly hands-on yet emotionally meaningful experience, so that students can have a chance to interpret the world and express their point of view through many different media.

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

The physical education program at Saint Stephen of Hungary school is to instill a passion for regular physical activity and motivate them to take responsibility for their lifelong health. Students are exposed to maintaining activity in an urban setting where they may not have the vast courts of a rural environment. Our students actively participate in a variety of constructive games and healthy activities. In the physical education program students continue to develop their gross motor skills and a competitive mindset with a sense of fair play. Various sports such as basketball, soccer and handball give students an understanding of the rules, techniques and sportsmanship.

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

French is offered to all students at Saint Stephen of Hungary school for grades PreK3 - 8th grade. The earlier grades focus on general comprehension of French language and culture through storytelling, songs, and games. The older grades dive more deeply into reading and writing. The curriculum reapplies skills taught in ELA through the French language. This approach allows for spiral teaching, students review concepts they may have seen a few years earlier and they apply them in an entirely new context and language. This approach is a safety net for students who are behind in their language skills, and may not have been exposed to acquire certain skills of strong writers several years earlier. Students restudy those skills in French, the playing field is leveled. Classes then know how to include sensory details and describe characters' internal and external characteristics in English and in French.

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

Technology is not viewed as a separate subject at St. Stephen of Hungary School, but is woven throughout the curriculum with an added emphasis in our STREAM classes (Science, Technology, Engineering, Arts, Religion and Mathematics.) Each grade level has a STREAM period scheduled five days per week. We have class sets of Chromebooks for all grades from Kindergarten to Grade 8, as well as additional class sets of iPads in First grade for integration in the Arts and French curricula. Every classroom has a LED projector and students use the google classroom platform in nearly all grades, including our Enrichment and Fine Arts subjects. The new addition of a Promethean Interactive Display in our music room allows students to read and write music with a hands-on approach. A newly upgraded sound system on our stage ensures that our musical productions are top notch.

Media literacy is a high priority in the Fine Arts curriculum, particularly in the middle school, where students apply critical thinking to analyze images, learn digital photography and combine their images with words and self-portraits to present multimedia class archives. Our newly formed school newspaper, The Kings' Chronicle, is student-run and published periodical which uses a Google platform for creation and communication amongst the newspaper staff. In our French Language program, students videotape themselves in front of a green screen to create travel guides, cooking shows and make animated movies of their own original stories. Standard media in the form of personalized libraries are in nearly all classrooms—a necessary shift when pandemic restrictions prevented students from making regularly scheduled visits to our school library. This switch ensured that our students could continue to take advantage of our wide variety of library books in all genres and reading levels. At St. Stephens, an emphasis on technology with free and equal access allows all our students to stay up to date with current best practices in all modes of computing and modern media literacy.

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

The Saint Stephen of Hungary school prides itself on a robust and all-encompassing visual and performing arts curriculum. Students are encouraged to express artistic expression, public speaking, and self-confidence that spans all content areas. In kindergarten-8th grade, students participate in a unique Readers Theater program, a highly motivational reading strategy, that provides a context for authentic reading and prosodic reading. Students read to convey meaning using their voice, facial expression, and gestures. Students analyze, respond, and increase reading fluency resulting in a classroom performance of content-related topics.

Middle school students engage in a school musical production from auditions to opening night. Theater professionals lead the musical program, while students enjoy master classes in vocal performance, improv, choreography, and acting. In rehearsals once a week, students learn the value of process and teamwork by participating in an ensemble experience. Students take on leadership roles as dance captain, stage manager, props master, and crew. The cast and crew work together to produce a full-scale musical production with professional sound, lighting, makeup, and live music. This process builds community, self-confidence, empathy, and creativity. This top-notch theater program and training have led students to be accepted into prestigious theater high schools and Broadway.

## **3. Academic Supports**

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

Through an Academic Intervention Coordinator that specializes in reading support groups, there is focus on reinforcing, supplementing, and pre teaching content taught in the whole classroom. Using the Orton-Gillingham based approach, the specialist strengthens and develops students' foundational reading skills. The instruction is based on the five pillars of reading instruction, which includes, phonemic awareness, phonics, fluency, vocabulary, and comprehension. We provide assistive reading technology to scan and read textbooks and other classroom materials.

Intervention in math is provided with the faculty of the math department. Students are grouped by skill level provided by the NWEA MAP tests administered three times a year and are provided skills classes three times a week to work on any existing gaps. This intervention is fluid and changes from formative and summative assessments. Students are guided individually in the classroom and, again through NWEA MAP, on a learning management system called Edgenuity with an intuitive learning path that keeps the student moving forward.

An individualized learning path is created, based on data gathered three times a year, through teacher action plans, and are used across the curriculum to provide students with multiple points of entry to help support goals.

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

Enrichment is provided at Saint Stephen of Hungary School with the guidance of the Math and English Language Arts teachers through an Enrichment class at least three times a week. Students are given work based on their strengths and continue, in the subject areas of math and English language arts in a project-based learning environment. Students are given the opportunity to create dynamic products showing the understanding of concepts. This is shared out with other classmates to give a different perspective of content.

Accelerated programs are offered for students in Grade 8 for Algebra. Students are given the opportunity to master the advanced curriculum at a much deeper level, and at a faster pace.

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

At Saint Stephen of Hungary school we are committed to ensuring that every student experiences equal opportunities in every situation and academic environment. Quality educational programs are provided and supported to the student and families in a safe caring environment to awaken and inspire student success, lifelong learning and fulfillment.

To support students who have learning obstacles or barriers that may affect a student from fulfilling their potential we provide focused intervention, high quality remediation teaching strategies including modifications in their programs and classrooms to accommodate their unique needs. The model offered is an effective strategy for providing targeted support in the classroom with push in and pull out models that support instruction in the classroom and one to one support outside the classroom.

With differentiated activities, streamed lessons, and amended levels of work, each student is given individualized instruction to meet the student where they are. By offering high quality one to one and small group support in school through subject specialist and certified SETSS teachers, speech-language pathologists, occupational therapists and physical therapists we partner with these educators to provide students with holistic, emotional, physical intervention support during the school day.

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

N/A

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

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

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

The Saint Stephen Advantage of educating the “whole child” is not only a part of our mission statement it truly embodies how we create an environment that is rich with culture, is student centered and engaging. Students are encouraged to actively participate, question, and investigate their environments with the guidance of our faculty and staff. Our holistic, differentiated approach to learning creates an environment where students are supported to take calculated risks and explore the world around them. Students are challenged to think critically and creatively to solve complex real-life problems. Working collaboratively, students learn to clearly communicate diverse opinions and resolve conflicts. Through a self-reflective process, students are empowered to be active participants in their own decision-making abilities.

As a community, we spotlight leadership qualities and encourage students to actively participate in our school culture. With the understanding that students are the best role models for other students, our middle school students participate in our service program, which highlights their influence as mentors and elicits a positive culture among the student body who know they can turn to service members for support and encouragement. Service members also demonstrate the virtue of self-giving when supporting younger students during their reading and math skills timeframe.

A growth mindset is an integral part of creating a safe and nurturing environment where students are supported not only with their academic growth but also their social emotional growth. With reflective practice we can guide students to understand the situations around them, problem solve and seek positive outcomes.

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

Everything that we need to know about the role of education extends from the mandate that we are called to teach children within a loving, supportive community. An integral part of our community are our parents and the community beyond our walls. Saint Stephen of Hungary School provides an extraordinary opportunity for students to embrace and practice creating respectful and loving relationships with a diverse population, to fulfill their call to be of service and to develop and contribute their own gifts and talents towards the betterment of the community. Our faculty spends a considerable amount of time having classroom discussions on critical local and international issues and concerns and empowers students to collectively decide how to provide relief to those organizations in need. When organizations are identified, parents volunteer to assist the students in providing resources and becoming active participants in delivering physical representations of hope and support.

At Saint Stephen of Hungary School, we believe that there is a call to grow for our school community - a call to strive beyond what we know and believe about ourselves, the world around us, to give purpose and meaning to our lives. Growth cannot happen in a vacuum. Growth needs to happen among all stakeholders. It is impossible to predict what can be accomplished through mere involvement; however, when all members of a school’s community are fully engaged in a common vision, there is passion, cooperative effort, guidance, and layers of support all focused on the achievement of that shared goal.

Saint Stephen of Hungary School is intentional in fostering meaningful and strong relationships. Monthly coffee with the principal enables casual, intimate conversations and dialogue about academic concerns and ways to serve our parish and community. Weekly parent mornings engage parents in understanding how to support literacy and math instruction at home. All celebratory events are geared toward bringing families, faculty and staff together. Planning is collaborative, on site and with a focus on student engagement and enjoyment. Saint Stephen of Hungary School takes every opportunity to bring the community together.

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

“The whole is greater than the sum of the parts”- Aristotle, is a collective mindset that is alive and in action within the Saint Stephen of Hungary school’s professional culture. Decisions are not just made, they are presented, researched, and with planning, implemented. With this mindset the faculty and staff are better equipped to prepare themselves and their students for success.

All teachers have a coordinator at each grade band that works with teachers and administration to communicate, support, and provide feedback for professional and classroom success. Each new employed teacher, seasoned or not, is given a mentor to help guide the culture nuances of the school so teachers do not feel that they have to work within a vacuum which can become overwhelming and one of the reasons for attrition in our profession.

Through in-house professional development, professional development provided by content specific specialists, curriculum coaches and the professional development provided by the Archdiocese of New York there is a menu of selections that the teachers utilize to help fill their repertoire. Recently, additional support has been provided to teachers and staff to deal with the impact that the pandemic has had on our students, parents, and faculty and staff to better understand emotional and academic anomalies.

The Administration attends diverse professional development, provided by the Archdiocese of New York, in which guest speakers delve into the focus of initiatives by the Superintendent's office in academics, human resources, social emotional health provided by ADAPP (Archdiocese of NY Drug Abuse Prevention Program), techniques of teacher evaluations and feedback, and the compliance of New York State and New York City standards and requirements.

Through the healthy growth mindset of the students, faculty, staff, and administration we have been able reinforce best practices and pivot when practices are no longer effective. Through a culture of support and a reflective practice Saint Stephen of Hungary school has been exceptional in making all who walk in this building feel valued and supported.

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

Saint Stephen of Hungary School leadership philosophy embodies a dynamic and collaborative model where servant leaders inspire stakeholders to embrace change and continually adapt to the complexities of society. With experience, our inspiring and courageous servant leadership, modeled through the Principal, Pastor, Middle School Coordinator, Directors of Operations and Finance, Admissions, Academic Support Services, Advancement see challenges as opportunities for growth, recognize the value of operational transparency and build ownership by enlisting stakeholders to provide honest feedback on strengths and areas in need of improvement. Our inclusive model provides a strong sense of trust and consistency where honest and respectful dialogue enable community members to successfully operate under conditions that are not always clear, are rapidly occurring, unpredictable and non-linear. Our visionary leaders tend to people first with the intention to help them grow, develop and feel that even the most difficult problems can be dealt with productively. We understand that it takes time for new professional routines to develop, mature and show effects and are willing to stay the course.

Pastor and Principal work closely together, at least twice a week to strategize and plan for key events, fundraising and long-term goals. The principal, having a strong desire to work with faculty and staff that believe in always improving upon their craft, creates a safe space for teachers where ideas and effort are celebrated, while mistakes and mishaps are viewed as part of the process and a badge of honor for having the courage to try. Historically at Saint Stephen of Hungary School, leaders needed control over connection; to make quick decisions as opposed to taking time to demonstrate; to talk more than listen. The intentional focus on creating a culture where learning through daily interactions with others is as important, if not more important, than workshops and professional development, is a foundational principle that unites both faculty and students in a school environment of mutual sharing, cooperation, and care. Our principal believes in fostering leadership in others by modeling the importance of a moral purpose and engaging the staff to cultivate and nurture relationships for effective collaboration. Leading in a world that is becoming increasingly troubled demands a moral compass and focusing more on changing the game, not playing it.

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

Long before each school year starts, teachers are preparing new and exciting ways to establish a positive classroom climate. Many teachers send a family survey out even before students step foot in the classroom, asking about life at home—languages spoken, learning needs, family life, likes and dislikes, and any information that their grown-ups think are important for the teachers to know.

During the first weeks of school, classrooms carefully and intentionally establish their own rules and routines. Students work together to define the type of community they want to be part of and understand that each and every one of them contributes to the beauty that is their classroom and school community. In the upper grades, students understand the differences between the phrases “fitting in” and “belonging”. Rather than putting the responsibility on an individual to hide what makes them unique to fit in, students establish a culture of belonging, with each class demonstrating their responsibility to not only accept differences, but to embrace and celebrate them.

When it comes to academics, teachers ensure that they have a wide range of resources available both for students and themselves to use as the crux of their lessons. At the Saint Stephen of Hungary School, we believe that each classroom needs to provide both “mirrors” and “windows” in regard to various cultures. All students see themselves reflected in their texts throughout the year (mirrors). They also become familiar and empathize with the experiences of different types of people—culturally, socio-economically, racially, and in regards to ability (windows).

While the Saint Stephen of Hungary School community utilizes richly diverse resources throughout the year, we also believe in the importance of intentionality in celebrating the heritages and cultures of our students. Teachers are provided with dozens of picture books, chapter books, lesson plans, and project ideas for Hispanic Heritage Month, Native American and Indigenous Peoples Heritage Month, Black History Month, Women’s History Month, Asian American and Pacific Islander Heritage Month, among others. Students are also encouraged to be agents of change in the climate crisis, with a heavy emphasis on environmental education. All students utilize the school’s rooftop garden, and each class is tasked with taking care of their own plot each spring.

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

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The one practice that has been most instrumental to the success of the Saint Stephen of Hungary School is meeting students at their entry points. We all believe that children are capable of growing, learning, and achieving their goals as individualized as they are. Individualized learning paths have been at the core of that success.

This educational model is successful because it takes into account the individual strengths and weaknesses of each student. Tailoring the learning environment and instruction gives the student an experience to be fully engaged in their growth. Students grow at their own pace, guided by formative and summative assessments, and further reflect on their learning from Pre-K to Grade 8. This understanding of curriculum allows for a more comprehensive, truer assessment of each student who then becomes an agent of his own unique development pathway, thus avoiding the one-size-fits-all structure where individual student growth for the few is so too often inevitably stunted. Students fully engaged in their learning and growth are encouraged when they excel, comprehend more deeply the incrementalism necessary to advance further, and appreciate the standards to which they aspire, which leads to a more effective pedagogy within the classroom setting.

The terms equity and equality are often used interchangeably in education, but they have vast differences. As equality refers to treating everyone the same, regardless of needs or variance, equity refers to treating people fairly and providing them with opportunities they need to succeed. This has long been a pillar of the Catholic faith and is embodied in the service we give to others. The unique point of view of Saint Stephen of Hungary School is to first acknowledge that each student faces their own varying challenges as individual persons, and secondly to provide the support, fairness, and opportunities for every one of our students to be successful.

## 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?      \$0  
(School budget divided by enrollment)
4. What is the average financial aid per student?      \$0
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      0%
6. What percentage of the student body receives scholarship assistance, including tuition reduction?      11%

## 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)