

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

[] Public or [X] Non-public

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

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

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

School Mailing Address 2630 Austin Parkway
(If address is P.O. Box, also include street address.)

City Sugar Land State TX Zip Code+4 (9 digits total) 77479-1235

County Fort Bend

Telephone (281) 980-0500 Fax (281) 980-0026

Web site/URL <https://www.stlaurenceschool.org/> E-mail agutierrez@stlaurence.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* Dr. Debra Haney E-mail dhaney@archgh.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Galveston-Houston Tel. (713) 741-8704

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 Mr. Mark Hamm
(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

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

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	51
K	66
1	71
2	72
3	74
4	72
5	75
6	73
7	69
8	68
9	0
10	0
11	0
12 or higher	0
Total Students	691

*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
 - 20.8 % Asian
 - 2.3 % Black or African American
 - 26.1 % Hispanic or Latino
 - 0.6 % Native Hawaiian or Other Pacific Islander
 - 38.4 % White
 - 11.8 % 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: ≤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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2021	678
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

Spanish, Chinese, Vietnamese

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: 1 %
Total number of students served 7

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>9</u> Autism	<u>33</u> Multiple Disabilities
<u>1</u> Deafness	<u>2</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>54</u> Other Health Impaired
<u>1</u> Developmental Delay	<u>45</u> Specific Learning Disability
<u>13</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 12 %
Total number of students served: 82

10. Number of years the principal has been in the position at this school: 8

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	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	31
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	18
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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	96%	98%	96%	96%	97%
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. 2014

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

As a pastoral instrument of the Church, St. Laurence Catholic School educates and develops the whole Christian person in body, mind, and spirit through the trinity of parent, child, and educator.

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

-Extract from St. Laurence Catholic School Family Handbook Page 13 <https://bit.ly/3GgML8i>

-Family Handbook - Page 13 - Page 13: <http://bit.ly/3Xe1hom>

-Texas Catholic Herald - Non-Discriminatory Policy for Catholic schools:
<https://issuu.com/txcatholicherald/docs/texas-catholic-herald-011023/8>

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

St. Laurence Catholic School (SLCS) is one of the largest parochial schools in the Archdiocese of Galveston-Houston. SLCS opened in 1992 after a group of passionate St. Laurence Church parishioners approached the founding pastor with a strong desire to start a parish school. They were invited as leadership stakeholders to begin the process themselves. This dedication and drive in the parent community continue today, and SLCS is often at the forefront of implementing new programs and innovative approaches to education. Meeting the community's varied needs and, in particular, serving diverse learners has been a priority as this pre-K through eighth grade school evolved and flourished over time.

In keeping with the school mission statement of developing and educating students in body, mind, and spirit, SLCS is proud to offer an extensive variety of resources and enrichment opportunities designed to meet the unique interests and needs of the students. From the Special People in Catholic Education (SPICE) Program for students with significant learning needs to fine arts, athletics, interest clubs, After School Enrichment, foreign language, and honor societies, an abundance of offerings ensures students are well-rounded, ready to face the future and make a positive impact on the community. Social Emotional Learning (SEL) has become a bigger priority more recently to address anxiety brought on by the pandemic and societal expectations due to heightened exposure to social media at a much younger age.

A Catholic school education offers students opportunities throughout the day for prayer, reflection, developing thinking beyond one's own needs, and empathy. Students are taught the importance of taking care of oneself as a child of God and the need to serve others. Being a role model and a good citizen are integral facets of the school's mission and fit with the Church's commitment to promoting social justice.

In keeping with the school patron, Saint Laurence of Rome, who served the poor and sick, the charism of service permeates the school and religious community. Students, teachers, staff, and families all participate in service projects coordinated through the parish Social Concerns Ministry. Staff members are part of prayer groups, offering support to colleagues throughout the school year. School staff lead by example in order to develop a servant heart in each student. This charism is also built into the framework of every classroom, as helping others without seeking a reward is a tenet of Christianity. Students exhibiting this on a consistent basis are recognized with quarterly Samaritan Awards. School parents actively embody this spirit by offering their time, talent, and treasure through the Advisory School Council (ASC), Parent Teacher Organization (PTO), and Booster Club. Service appears at every level of the school's framework and ensures that its foundation is strong and its mission is achievable.

Within the last three years, the greatest impact on SLCS was the COVID-19 pandemic. This event resulted in a larger than normal staff and student enrollment turnover. Concerns of finances with affording tuition, health, and safety, as well as staff burnout due to the demands of teaching remotely and in person while maintaining strict safety protocols, were overwhelming at times. Every aspect of instruction and meeting strategic goals was re-prioritized and put on hold or revamped. Due to the strong support of the community and the flexibility and creativity of the staff, SLCS continued meeting the needs of the students with very little disruption to instruction. This effort earned the school special recognition from a state representative. All of this was only possible through the heroic efforts of the community and speaks volumes to a commitment to the mission.

A focus on leveraging the strengths already present in this two-time Blue Ribbon School enabled SLCS to pivot and innovate while maintaining high quality instruction. Current and new families displaced from schools closed by the pandemic were able to receive a well-rounded education in spite of all the hardship and interruptions the world was experiencing. The designation of the Blue Ribbon Award was a draw as families trusted that their children would receive an outstanding education in a safe and secure environment. Years of continuing to seek excellence through building programs to Blue Ribbon standards positioned SLCS to navigate and thrive during the greatest educational challenge of the times.

Over the years, SLCS has experienced many hardships that greatly affected the surrounding community, such as the devastation left by Hurricane Harvey in 2017 and the death of three students in a tragic fire due

to a terrible ice storm in 2021. The school community truly shines during these incredibly difficult times, surrounding those in need with love and support. Whether serving others during these times of need, performing acts of service, or serving students' individual needs, the SLCS community is always striving to do more. Just as the founding parents were compelled and driven to establish a Catholic school in their parish, this same desire to push forward and meet current needs permeates the community, making SLCS the vibrant and progressive school that it is today.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

SLCS focuses on reading as the basis and foundation for success in all other core subject areas. Prekindergarten (pre-K) and kindergarten students are immersed in activities that build strong oral language skills through participating in songs, chants, and exposure to authentic literature. They practice important pre-reading skills such as phonemic awareness with rhyming and individual input during morning message dictation. Each year, students in grades first through eighth participate in an Oratorical Competition, allowing them to practice important public speaking skills through memorizing and performing poems, monologues, and historical speeches that stimulate their interests. Reading assessments consist of oral practice, exit tickets, and comprehension questions at the end of each unit. Introduction to units is initially presented as whole group instruction, followed by a transition to small groups based on readiness and ability level. Teaching assistants in pre-K to second grade work to help break down groupings and meet individual needs.

Primary grade reading instruction is delivered in small groups using the Texas Essential Knowledge and Skills (TEKS) as a starting point, along with the Archdiocesan Guidebooks. Additionally, a strong focus is placed on phonological awareness, sight words, reading comprehension, writing, and spelling. Instruction is delivered in large and small groups and one-on-one instruction utilizing the “I do, you do, we do” model. Leveled guided reading combined with weekly class-wide stories are leveraged to provide individualized scaffolding and support for developing readers moving toward independence. In first grade, student reading progress is celebrated in the annual Mom’s Diner event, in which moms are invited to sit and listen to their child read aloud. In third grade, students become published authors, writing short stories about their classroom pet. This activity culminates in a publishing party, with each child taking home a bound class book.

Weekly reading skills assessed include phonemic awareness, word recognition, and comprehension. Fluency progress is tracked twice a quarter via an independent cold read grade-level passage, followed by comprehension questions. Hands-on activities promote a more concrete approach for young learners and leveled reading novels, writing units, and the Accelerated Reading (AR) Program by Renaissance Learning allow opportunities for differentiated instruction.

English Language Arts and Reading (ELAR) instruction aligned with TEKS continues through the middle grades and is extended into content areas. This promotes critical thinking using essential questions, values development through reader response, discussion, life and social skills, as well as reading for pleasure. Direct instruction, both whole and small group, is utilized and reinforced by partner work, one-to-one guided practice with the instructor or reading specialist, selected reading circle novel studies, games, and spiral review. These skills and applications are used in writing assignments, requiring learners to apply what has been learned about grammar usage and mechanics while employing sentence variety and correct punctuation. Students also learn by processing what has been read in literature groups and written responses to literature. On-going formative assessment includes exit tickets, oral reads and practices, post-reading questions to assess comprehension and engage critical thinking skills, quick writes, and quizzes. Summative assessments include tests, essays, poetry, public speaking, acting, poetry recitations, and projects. Standardized assessment for reading in grades first through eighth includes the Northwest Evaluation Assessment (NWEA) Measures of Academic Progress (MAP) administered three times yearly to identify the level of student's mastery.

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

As with all subjects, the math department strives to make math as hands-on and as relevant to the real world as possible. Starting in pre-K, students are taught math concepts through concrete visuals and manipulatives before being introduced to higher level abstract concepts. A variety of instructional methods in the primary

grades combine developing fact fluency, math reasonableness, data analysis, and problem-solving skills. Each grade level has access to ample amounts of manipulative resources to meet the needs of all learners, including visual and kinesthetic. Works stations and small group projects help students develop strong cooperative skills. Elementary classrooms have tech tools that are integrated into daily math instruction. Websites such as Reflex Math, Prodigy, Khan Academy, Kahoot, and Quizizz enrich instruction, engage students and reinforce math skills. Both formative and summative assessments that are teacher-made or commercial, as well as the standardized NWEA MAP tests, are utilized to identify the level of student proficiency. Assessments may also include teacher observations, module assessments, basic fact checks, quizzes, group assignments, tests, exit tickets, and progress data. Weekly rotation of small group instruction utilizing a teaching assistant in pre-K through second grade helps support struggling learners and challenge identified gifted students. In addition, data and assessments are evaluated as a component of vertical alignment. The online fact practice Reflex and Prodigy programs, along with a spiraling Simple Solutions workbook resource, ensure student retention of foundational math skills in elementary, thus allowing middle school teachers the ability to concentrate on higher level concepts.

Middle school math instruction builds on primary skills through instruction delivered using a multitude of strategies facilitated through warm ups and exit tickets, videos, direct instruction, note taking, guided practice, one-on-one time with an instructor or SLCS math specialist, partners, small groups, class assignments, modeling, games and puzzles, investigations and spiral review. Formative assessment includes daily activities, independent assignments, simple projects, and digital quizzes. Summative assessments include exams, major quizzes over multiple lessons, and major projects.

Starting in sixth grade, algebra readiness is increasingly incorporated, and students are grouped based on performance. On-level students continue to receive instruction in basic math skills: solving equations with rational numbers, geometry, and statistics. Advanced level math classes cover traditional Pre-algebra topics such as real numbers, equations and expressions, functions, factoring, geometry, and statistics with the goal of preparing the majority of eighth graders to successfully master Algebra 1. This strongly prepares them for an accelerated math track in high school and beyond. Due to widespread parent interest and ongoing communication with the Catholic high schools, SLCS created an accelerated math program option this year, allowing more advanced students to move faster and allowing them to place out of algebra in high school. Students are identified according to NWEA MAP scores, classroom performance and teacher recommendation. The administration is committed to providing opportunities to those who are interested and capable of keeping up with the challenging pace, as evidenced by their performance and work ethic. Students attempting an accelerated pathway beginning in sixth grade are monitored closely for overall academic balance.

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

Science is taught daily in elementary, following the TEKS and the Archdiocesan Guidebooks. Units from life, physical, earth, and space sciences include hands-on investigations engaging prediction, measurement, and observation skills. Skill building in data collection, analysis, and inference evaluation support logical conclusions and strengthen recognition of cause/effect relationships in the natural world. Supplemental resources include lab kits, video links, maps, graphs and charts, BrainPOP Jr., and demonstrations. Classifying activities by property, category, or trait, flipbooks and foldables, and experiments are examples of formative assessments. All elementary students participate in Science, Technology, Religion, Engineering, Art, and Math (STREAM) lab hands-on activities once a month, giving them the opportunity to implement and explore concepts. Chapter tests, projects with written findings, or lab reports are examples of summative assessments. Third through fifth grade students participate in an elementary science fair, advancing to the Archdiocesan level.

Middle school science is a daily class period, progressing from integrated science in fifth and sixth grades. Seventh grade focuses on life science, and eighth grade on physical science. Direct instruction with graduated note-taking skills, presentations, digital inquiries, class discussions, group work, modeling, and project-based learning are teaching activities used to develop increasingly sophisticated critical thinking skills. Eighth grade employs a flipped classroom pedagogy in which students take notes from screencasts at home in preparation for lab/hands-on activities in class to investigate phenomena. Formative assessment

includes teacher observation during ongoing practice, lesson checks, quizzes, digital inquiries, and an adapted digital science platform, STEMscopes, which allows custom online assessments. Seventh grade students design and implement a capstone science fair project to advance to archdiocesan and regional fairs. Cross-curricular projects utilize the physics of motion, distance, and speed, along with a reading and social studies focus related to real-life experiences. STREAM projects begin as whole class instruction, but students demonstrate their depth of knowledge when allowed individual or small group opportunities. Science fair projects and roller coaster models are just two ways students show their independent knowledge of content and express unique talents.

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

In the primary grades, social studies is taught daily for 30 minutes. Basic geography skills include cardinal directions, continents, oceans, states, and modes of travel. Community helpers, leadership, and government roles in society are explored, as well as major historical, cultural, and social events. Daily activities, sorts, flipbooks, projects, and other classroom assignments are used as formative assessments and help ensure students are grasping the concepts. Chapter tests and assignments that take multiple days in class are counted as summative assessments.

In upper elementary, students develop skills in analyzing and discussing the text, identifying sources and lines of argumentation, and distinguishing fact and opinion. Topical videos, PowerPoint lessons, Interactive Notebook activities, digital/WebQuest, articles and historical fiction read-alouds, review games, and exit tickets are sources of formative assessment. Summative assessments include major tests/quizzes, hands-on projects, digital projects, and interactive notebooks/journals. A highlight of third grade is the History Alive Wax Museum, in which students research and draft a biographical speech of a major figure from history. Students design a costume and become living interactive statues in a history gallery walk.

In middle school, social studies is taught in a daily 40 minute class period. Fifth grade studies Early and Colonial American history; geography and culture are explored in sixth grade. Texas history is the subject matter for seventh grade, and American history is extended into eighth grade.

The instructional delivery approach is a varied mixture of interactive notebook activities, analysis of primary documents, collaborative learning and exploration through various mediums, unit tests, group, and individual project-based assessments, document-based questions, historical analysis writing, and projects. Formative assessment is drawn from daily learning activities, discussions, assignments, partner and group work, and in-class projects. Summative assessment is derived from major unit tests, capstone projects, and quarterly interactive notebook checks. The school's annual Heritage Day highlights and complements the diversity of the community.

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

Executive functioning skills, self-management, and personal organization are woven throughout the curriculum and student activities at all grade levels. Consistent routines, procedures, and schedules enhance cooperative and social skill development, fostering a sense of security, fairness, and self-confidence. As students move through the grades, these skills continue to be systematically taught and reinforced throughout the year in the Social Emotional Learning (SEL) curriculum. These skills are then practiced in class discussions, guidance lessons, and cross-grade cooperative groups, including Saints Families, reading buddies, and student-run service projects. Middle School clubs are student-led and allow students leadership opportunities and a “voice” as an integral part of the trinity of the parent, child, and educator, as mentioned in the school mission statement. For example, students can campaign to be Student Council officers using posters and speeches. After being voted in by peers, officers meet periodically with the principal to propose changes they feel would be in the student body's best interest. An Oratorical Competition in first through eighth grade teaches the important skill of public speaking. STEM or STREAM challenges, Robotics, and inquiry investigations allow students to think outside the box, utilize skills learned in other classes, as well as working through and following a plan. STEM activities also provide foundational experiences for future careers in engineering, architecture, computer science, the natural sciences, and medicine. Guest speakers specializing in the science and technology fields are invited to address students in middle school. Cross-

grade cooperative groups and service projects, as well as National Junior Honor Society (NJHS) peer tutoring, can stimulate future career interest in the helping professions, such as education, ministry, and social services. A school-wide career and vocations exploration day is held annually in which guest speakers from the community, including alumni, introduce students to numerous professional occupations and share how they live out their vocation in their daily work.

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

The early childhood years are the foundation for ongoing success in school as they set the tone for future learning; therefore, prekindergarten is a very important part of the St. Laurence Catholic School mission. In those crucial formative years, students learn valuable executive functioning and self-help skills that will be utilized for the rest of their lives. Setting a positive experience and tone from the beginning by making lessons fun and hands-on fosters an attitude of confidence and a love of learning. The core curriculum in pre-K classes follows the TEKS and Archdiocesan Guidelines, which cover ELAR, math, science, social studies, and Social-Emotional Learning. In addition to the listed core curriculum, pre-K also incorporates handwriting, learning centers, and teacher-led small groups. The academic alignment of Early Childhood Education and kindergarten through third grade academic standards are addressed in an ongoing review process during the school's Early Childhood Campus (ECC) Professional Learning Community (PLC) monthly meetings. At the beginning of every unit in the pre-K pacing guide, there is a list of TEKS connected to the kindergarten TEKS. SLCS also provides a bridge class for those students who are ready to work at a faster pace.

Pre-K is frequently the first time students attend school, practice social skills, utilize classroom materials, and engage and function effectively in a classroom setting. Learning to express their needs and practice developmentally appropriate self-help skills is important to future success; therefore, focusing on social-emotional skills and the necessary stamina for a full day of learning is a priority. The foundation laid by the pre-K through third grade curriculum, including literacy skills, math facts, logical thinking, comprehension, following classroom procedures, handling peer relationships, collaboration, and executive function skills, helps children become better prepared students in fourth grade through eighth grade and beyond.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Fine Arts education begins with twice-weekly music classes for all pre-K through fifth grade students. Basic skills such as rhythm, volume, and pitch are explored through movement, singing and playing of instruments, culminating in annual performances allowing students to gain confidence and develop an appreciation of music. In fifth grade, students select band or music as an elective. Additional options, including theater, choir, and jazz band, are available in sixth grade. These offerings allow students to explore and hone their gifts and talents.

Visual art is embedded in early childhood instruction to promote creativity, hands-on learning, and the practice of fine motor skills. Students in first through fifth grade attend art twice weekly, after which students in grades sixth through eighth can choose to continue art as an elective. The Archdiocese Fine Arts Curriculum Guide includes the TEKS, which covers the Elements of Art and the Principles of Design. Students develop skills with multiple mediums, foster an appreciation of different cultures, and promote artistic expression. The rich history of art in the Catholic Church is embedded. Students are encouraged to participate in competitions such as the Houston Rodeo contest and community displays. Projects begin with formative skill-building designs scaffolding to larger summative projects containing all the prior elements.

2b. Physical education/health/nutrition

The Physical Education (PE) Program at SLCS begins in prekindergarten and kindergarten, with students attending “motor lab” two to three times a week. Young students are guided through lessons that include

taking turns, working as a team, and building large motor skills. First through eighth grade students attend PE classes two to three times per week to attain the required minutes set forth by the Texas Catholic Conference of Bishops Education Department (TCCB ED). Building on those early childhood skills, the Physical Education Program provides instruction in gross and fine motor skills, body management skills, spatial awareness, and fitness. PE also teaches lifetime sports and team sports to develop teamwork and cooperation, game play activity, and encourage lifelong physical participation. The program provides a safe and fun environment where children of all ages can learn to cooperate and participate with one another. Motor Lab and PE teachers use the TEKS and quarterly curriculum maps to plan the objectives and lessons. Students are graded on participation, teamwork, cooperation, and sportsmanship based on Catholic ideals. To help meet the commitment to “whole child” development in body, mind, and spirit, the Athletic Department offers a year-round variety of middle school extracurricular sports for boys and girls, with high levels of student involvement and participation.

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

The Spanish program strives to enhance the school’s mission by providing students avenues for developing the whole Christian person, while complementing the core curriculum and fine arts. This program begins as early as prekindergarten. Many students continue instruction through eighth grade, providing them the opportunity to receive high school Spanish credit. The impact of early education success from primary grades is evident as students relate what they are learning in Spanish to what is being taught in the core curriculum areas and the arts.

The Spanish curriculum is rich with engaging activities that help students learn through the five Cs: Communication, Cultures, Connections, Comparisons, and Communities. Technology is incorporated to engage students, making language acquisition fun and easy through listening, reading, speaking, and writing activities. Students taking ten years of Spanish instruction at SLCS graduate being able to converse and enjoy many aspects of appreciating, understanding, and communicating with different cultures. Students are exposed to a variety of languages through the Heritage Day Celebration activities. Native Spanish speakers receive differentiated instruction to extend their knowledge. It is evident that the Spanish program and curriculum are an enhancement to the school and help create a stronger comprehensive education, while reflecting the diversity within the school.

2d. Technology/library/media

The Technology program has a foundation in the International Society of Technology in Education (ISTE)-Nets standards and Tech Apps TEKS, both of which focus on tactile skills, collaboration, creativity, and critical thinking. Instruction begins in elementary and focuses primarily on mouse/keyboarding skills and online safety. As students progress to higher grade levels, they learn more about productivity tools, digital citizenship, coding, and Robotics. Pre-K through 3rd grade students have access to class sets of iPads, which are used for small group instruction. Middle school students participate in a 1:1 Chromebook program providing ubiquitous learning resource access. Some of the resources used to teach technology are typing.com, code.org, CS First, and Applied Digital Skills. Fifth through eighth grade students may audition for the live morning announcements, where students gain media skills through different production roles.

The school library is open daily and students can check out books as desired. Pre-K through fifth grade classes are scheduled to visit weekly, while grades sixth through eighth attend for project instruction as needed. The Accelerated Reader (AR) program is a collaboration between teachers and the library for grades second through fifth. AR is used to monitor students’ reading levels and encourage independent reading. The library staff curate books pertaining to current topics for the students to check out and keep in the classroom.

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

In response to increased anxiety amongst students due to isolation and stress brought on by COVID-19, the school prioritized the hiring of two experienced counselors to focus on social-emotional needs. Students are encouraged to reach out to the counselors at any time if they need help. This year, a new school-wide

social-emotional resource called Friendzy, which utilizes faith and scripture, was chosen. Guidance lessons are introduced by the counselors during a dedicated time set aside monthly for each class. Teachers continue the instruction throughout the week. These lessons are designed to provide students with the knowledge and skills necessary to understand and manage their feelings, work collaboratively, and support each other through kind words and actions, while learning empathy and self-sacrifice. These skills make academic learning more impactful and tie in with the school's mission.

Parents are supported through informational presentations by expert speakers on subjects such as the effects of technology on brain development by Dr. Crystal Collier, social media safety through Crime Stoppers, anxiety, and bullying. The counselors also provide a dedicated section in the weekly newsletter that relates parenting tips and shares information covered with students in order to foster collaboration.

3. Academic Supports

3a. Students performing below grade level:

Through data obtained from NWEA MAP testing in first through eighth grade, students falling below grade-level norms are identified, and progress is tracked by teachers and the assistant principal during monthly grade-level growth team meetings to review scores. Every effort is made to differentiate and customize instruction to maximize learning, from exploring different resources, groupings, and extended time to providing parents with information for reinforcement at home.

If more in-depth information is needed in ELAR to address concerns, the SLCS reading specialists are consulted to administer further informal screenings. Trinity conferences in which teachers outline concerns and share information with parents allow an opportunity for partnering and strategizing. Pre-K through second grade teachers utilize instructional assistants in the classroom to allow for small-group instruction and target different ability levels. Students with consistent significant reading gaps are referred to early intervention groups meeting twice weekly for 40 minutes in pre-K through third grade. The reading specialist provides quick bursts of intentional instruction on specific objectives mapped out for each session, after which parents are provided a report based on a post assessment. The reading specialists also provide additional support in fourth and fifth grade as needed, working with small groups or individual students at the classroom teachers' discretion.

Students exhibiting lower performance in math are also identified and monitored by teachers and may receive in-class or pull-out support by a dedicated math specialist in grades third through seventh. This specialist works closely with the classroom teachers to facilitate small group instruction and reinforcement, providing extra support.

If sufficient progress is not made in either subject, students may be referred for outside testing after consultation with the instructional support services coordinator (ISSC) and administration. The ISSC can provide a list of tutors and testing agencies, and contact information for educational testing through the public system if requested.

3b. Students performing above grade level:

SLCS makes every attempt to differentiate instruction within the regular classroom in order to meet the diverse needs of the student population. Students performing above grade level are identified by teachers through a rubric that involves NWEA MAP scores, teacher observations, and input from formative and summative assessments. Student performance and growth needs are discussed, and strategies to promote progress are formulated in monthly grade level growth meetings with the administration, the ISSC, and the SLCS enrichment specialist (ES). Afterwards, a specific plan of action is designed and created for the students by the ES and the teacher. If mastery is displayed on the pre-test for content units, the ES works with the teachers to create a project that will be done individually and collaboratively. The ES meets with the students to introduce the lesson outside of the classroom and helps them set and reflect upon goals. Students then work independently in class while other students continue working towards mastery of the concept. The ES checks in with students periodically to answer questions and monitor progress.

SLCS provides a bridge class in prekindergarten for students whose screening scores or performance indicate the need to move at a faster pace or require enrichment. Students in pre-K through second grade may be identified through the Star Renaissance Early Literacy assessment and/or NWEA MAP and the Developmental Reading Assessment (DRA) to determine appropriate reading levels for small group guided reading instruction. Students can then be grouped by ability to ensure that they are receiving instruction conducive to advancement. In elementary and middle school, teachers coordinate with the ES to determine extension activities. Some examples of STREAM projects are planning a garden and a vacation for a snowman. Book clubs or choice boards also allow flexibility and challenge students to work to their full potential.

3c. Students with disabilities:

Teachers meet with the instructional student support coordinator to review prior plans or new accommodations for students with diagnosed learning differences and those in the diagnostic process. The ISSC is the main contact for parents to obtain the release of information forms, collect teacher input and receive test results for privacy reasons. After an in-house meeting to collaborate and share information, a Catholic School Accommodations Plan Meeting (CSAP) is arranged with the parents, teachers, and an administrator. If all parties agree on recommended accommodations, the ISSC continues to monitor student progress through observations and grades. As part of the trinity of the parent, child, and educator, middle school students are invited to attend meetings to give input and foster self-advocacy. Those with extended time or oral testing accommodations may use the dedicated “testing room,” monitored by a staff member.

Students with diagnosed reading disabilities participate in the Neuhaus Basic Language Program (BLS), which consists of small group pull-out lessons with the reading specialists. They receive 40 minutes of instruction 3 to 4 times a week. First and second graders can also attend BLS as “guests” when their reading performance is significantly low. Weekly participation grades and quarterly reports are compiled and sent home to parents.

SLCS accommodates local school district-provided speech specialists on campus or via ZOOM for students identified through the public system. Students with physical limitations may use the school elevator as needed. Physical or healthcare-related concerns are monitored by the SLCS nurses and administration. Students who cannot attend school due to severe medical diagnosis or limited mobility are instructed via ZOOM, Seesaw, or Google Classroom. During COVID-19, a student who could not attend school was instructed by utilizing an iPad that peers walked from class to class, thus maintaining continuity of instruction while prioritizing that student's social-emotional needs.

3d. English Language Learners:

SLCS does not offer English Language Learners (ELL) services. Despite the lack of this specific service, SLCS strives to provide welcoming classroom environments to support the growth of all students. Teachers cultivate relationships with the families, model directions or processes, and provide predictable daily routines to reduce student anxiety and foster a feeling of comfort. Intervention is provided as needed through in-class modifications and referrals to outside professionals.

Spanish is taught in grades pre-K through eighth grade, which helps English speakers to better communicate and learn more from their classmates that are still perfecting their English speaking skills. St. Laurence Parish offers free English Language classes for English learners as a way to help families/adults who may need this service, and some of the school families benefit from this program as well.

SLCS offers multiple opportunities for ELL families to be involved and participate in school activities. The SLCS website can be translated into any language. The school also employs several bilingual staff members to communicate with families and provide some written information materials in Spanish.

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

SLCS is proud to celebrate ten years of offering the Special People in Catholic Education, or SPICE program, in an effort to meet the needs of learners with more profound learning disabilities. SPICE offers the highest level of resources available to students and was created to serve special needs students, allowing siblings and families desiring a Catholic education to receive instruction customized according to the learner's educational needs in an inclusive faith-based environment.

As a non-public tuition-based school, this program is funded through generous donations and additional tuition paid by SPICE families. Students with diagnosed learning disabilities requiring modification and support beyond that of the regular classroom setting receive instruction through qualified special education teachers. A ratio limited to three students per teacher and a dedicated SPICE classroom for core subjects provides personal attention and flexibility to maximize learning. Students attend all other classes and follow a regular schedule with their peers. Over the years, this program has evolved to allow flexibility for struggling students to remain enrolled, receive intensive support, and eventually return to the regular classroom. Other students benefit from a dedicated SPICE paraprofessional accompanying them in the regular classroom, providing intervention and redirection as needed. SPICE is a labor of love and has greatly impacted participating families. It has allowed students who could not otherwise attend Catholic Schools to receive instruction in their faith along with their siblings and peers. Parents make a financial sacrifice for their child to attend this program, knowing that they will not receive other necessary therapies during school hours. All students are enriched by attending school with those who have different needs and challenges. SLCS continues to grow stronger and more compassionate by striving to meet the needs of all God's children.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The mission of SLCS is to “educate and develop the whole Christian person in body, mind, and spirit.” For the past 30 years, SLCS has adhered to this mission by developing and supporting each student in a well-rounded, faith-based environment. Student engagement focuses on providing challenging academics with support, social and emotional growth, and meeting individual interests to promote high school and college readiness. SLCS prepares students for their next steps academically, while staff members actively foster students’ faith life, with the ultimate goal of getting each child to heaven.

Academically, students are provided with rigorous courses and teachers who support and encourage them to succeed. Differentiated instruction provides learning that is best suited for each student, and the SLCS Resource team utilizes instructional and resource specialists to provide support and intervention for students as needed. Enrichment opportunities such as a STREAM Lab for all students in pre-K through eighth grade and after-school electives in the areas of technology, Robotics, fine arts, and foreign language provide even more variety to foster individual needs. Elective opportunities including music, band, theater, Spanish, art, and choir give students the space and ability to explore their interests as they learn and grow.

Socially and emotionally, students are supported by caring and qualified staff members, including two dedicated counselors. A new spiraling social emotional learning resource, Friendzy, provides weekly Christian-focused lessons as a way to integrate social and emotional learning with personal growth for students. Students are encouraged to participate in after-school clubs, service organizations, athletics, and the arts to develop interests, talents, and social/emotional well-being.

SLCS prides itself on the fact that alumni students and families stay connected and share their experiences and success well beyond eighth grade. Whether graduates go on to Catholic, private, or public high school, students from SLCS are highly prepared for future endeavors. Teachers, counselors, and administrators focus on life-long skills such as building responsibility, time management, and study skills. Students gain valuable experience through club leadership opportunities, collaboration within group projects, and a multitude of interest-based offerings as electives and After School Enrichment classes. All students in third through eighth grade also participate in an annual Vocations Career Day, learning from a variety of professionals, including alumni representing many different careers. SLCS graduates universally report solid preparation for high school and college, as well as social and emotional success allowing them to go on to pursue a broad range of professional careers.

2. Engaging Families and Community:

SLCS has incorporated a variety of strategies to ensure that the surrounding community and stakeholders are heard, informed and contribute to the mission and success of the school. As vital partners in meeting the needs of the students and providing innovative ideas that will lead SLCS into the future, they are invited to engage through open communication utilizing the school website, social media such as Facebook, Twitter, Instagram, LinkedIn, and YouTube, weekly newsletters, and alumni and donor publications, along with parish bulletins and email blasts. Through a partnership with the parish Social Concerns Ministry, students, parents, and staff perform thousands of service hours yearly in the surrounding community to embody the mission of the school namesake Saint Laurence, who served the poor and needy and was martyred for presenting them as the “treasures of the Church.” Service projects incorporating the Corporal Works of Mercy are performed at every grade level from pre-K to eighth grade, by staff, student clubs, and as a whole school. SLCS actively engages with the parish by serving and greeting at Sunday Mass, participating in the Parish Bazaar, and serving meals during Lenten fish fries.

A yearly parent survey is sent out to garner feedback from families and note possible areas for improvement. Based on parent feedback and concerns, expert speakers on a variety of topics, such as online safety, child development, bullying, and anxiety are provided. Parents are invited to attend the quarterly open forum “Trinity Talks” with administrators to ask questions and focus on grade level-specific topics. Administrators

attend PTO, Booster Club, and Advisory School Council (ASC) monthly meetings to listen, communicate and maintain a positive working partnership. The Booster Club organizes monthly Spirit Days through local restaurants, which provide a percentage of profits back to the school. The ASC is responsible for maintaining the long term Strategic Plan, updating policies, and setting tuition. During Small Business Saturday, the school promotes family-owned small businesses as a way of thanking supporters. The Advancement team encourages company matching gifts and provides underwriting opportunities for the annual Auction Gala, Golf Tournament for Tuition Assistance, and the Celebration of Unique Gifts Luncheon. To stay informed and abreast of the needs of the community, staff members maintain memberships in the Fort Bend Chamber of Commerce, Association of Fundraising Professionals (AFP) Houston, and Houston Area Independent Schools(HAIS).

SLCS promotes a family atmosphere via the Saints Families Program, where an eighth grader leads a family comprising one student from each grade level, learning and growing together through religion lessons, fostering leadership skills and camaraderie.

3. Creating Professional Culture:

Hiring and retaining great, committed teachers is the single most important indicator of student success and a top priority of the school's administration. SLCS maintained a very low teacher turnover rate for many years. In the spring of 2020, COVID-19 created a hardship when this rate increased due to concern over the virus and heightened technology expectations in pivoting to online learning. Since then, the school has worked hard to maintain and hire highly qualified and highly committed staff members whose efforts have paid off, as indicated by student scores and the inception of innovative teaching techniques that are still in use today. To ensure a positive school climate and to support teachers during this unprecedented time, regular online surveys were utilized to garner feedback and ascertain the best way to provide staff with assistance. Administrators and parents took every opportunity possible to show appreciation through “Adopt-a-Teacher” initiatives with notes and treats, as well as staff incentives such as casual dress days and time off from meetings. A monetary bonus was awarded to those who navigated both hybrid online and in-person teaching, as well as extra paid days off for COVID-19 protocols. Every effort was made to show appreciation and assist teachers in their goal of providing effective instruction in-person, via online remote learning, or a combination of both. Staff members also receive a discounted tuition rate for children attending SLCS and pay a nominal fee for after care services, which are provided during meetings and in-service days for convenience.

All teachers and full time staff are assigned a Professional Learning Community (PLC), which meets monthly for alignment discussions and to determine adherence and adoption of new resources. Staff are also grouped yearly into “Staff Saints Families,” composed of six to eight staff members from different grade levels and positions. These smaller groups allow staff to collaborate, support and pray for one another. To foster growth and provide feedback, teaching staff are observed by informal walkthroughs, with new teachers receiving a longer clinical evaluation of a lesson by the administration. Teachers are also encouraged to team plan and observe colleagues in areas of expertise. All staff submit Professional and Spiritual Goals in the fall based on personal goals and feedback from administration. These goals are reviewed in the spring. Teachers are responsible for completing an additional eight hours of professional development beyond that provided by administration and receive reimbursement through Title II funds. This professional development ties into staff goals and becomes part of a conversation and review prior to a yearly summative evaluation.

4. School Leadership:

As a parish school, SLCS functions as an instrument of the wider Catholic Church, which means the pastor is the governing head of the school. The principal runs the day-to-day operations for the pastor, and both are advised and supported by the Advisory School Council (ASC). The ASC, led by parents and parishioners, is divided into committees that review and update policies, approve the budget, administer the parent survey, and provide input for strategic planning. The principal is supported by two assistant principals who complete the administrative team. Each assistant principal is responsible for specific departments or grade levels. The lower school consists of pre-K to fourth grade, and the upper school is fifth through eighth grade.

The assistant principals work closely with teachers, parents and students to support overall instruction and maintain a safe learning environment. Upper and lower schools each have a dedicated counselor. As a major part of the Resource Team, the instructional student support coordinator (ISSC) is responsible for ensuring students' needs for academic support and that appropriate accommodations are successfully implemented. This person acts as a liaison between parents, staff, and students during Catholic School Accommodation Plan meetings (CSAP) and provides coaching as necessary. The administrative team meets twice a week to stay updated and discuss any staff or student concerns. The counselors and ISSC are brought in monthly for more input. After-school meetings take place on Wednesdays, and once a month, the principal conducts a full staff meeting. The following week, assistant principals meet with their respective departments on topics that pertain specifically to those levels. PLC meetings take place monthly, during which the principal meets with the office staff. Monthly PTO and ASC meetings are conducted with the principal and parent leaders meeting beforehand. This allows parents an opportunity to collaborate and share information with the administration. The pastor attends ASC meetings along with the director of advancement, who shares the results of fundraising efforts and upcoming events. The principal is committed to open communication and conducts quarterly "Trinity Talks" online with parents. The director of communications is responsible for ensuring that the community is well-informed through weekly newsletters, social media pages, publications and a variety of platforms. The Annual Parent Survey results are compiled by the ASC and shared with stakeholders, promoting transparency. An open door policy and atmosphere of shared responsibility are encouraged and fostered by the administration to illustrate mutual respect and collaboration.

5. Culturally Responsive Teaching and Learning:

SLCS is proud of the diversity of school families as it reflects the heritage, culture, and identity of the surrounding community. SLCS builds relationships with the families and learns about their cultures, history, and traditions. The school celebrates diversity daily in the classrooms and with special events and activities throughout the year. During the month of March, the school has a "Celebration of our Heritage." Faculty incorporate diversity in their daily lessons, and parents are invited as guest speakers to share their heritage with students. The school cafeteria serves various meals that highlight tastes from different cultures. This celebration culminates in a special Heritage Day, in which students dress in heritage outfits and attend Mass together, followed by a parade. Parent volunteers share knowledge of their heritage through beautiful displays and participate in musical presentations from different cultures around the world. Students are invited to visit and learn from each other while learning about different cultures and participating in activities highlighting ethnic diversity.

Faculty and staff promote equity and cultural awareness by embracing the social, cultural, and linguistic differences of all members of the community. A Culture Corner column is included in the weekly staff newsletter, with tips and ideas to use in the classroom. The library provides a variety of culturally-diverse books allowing students to see themselves represented in literature, and the school provides an environment encouraging mutual respect. Marketing materials and family communication is made available in Spanish, and the school website allows for the translation of information into any language.

Catholic social justice teachings are integrated into all religion classes, in Social Emotional Learning (SEL) lessons, and throughout instruction. SEL lessons offer opportunities for the students to reflect on issues and Church teachings, then discuss with classmates and teachers in a safe space. This year, a new guidance resource was implemented to tie in more closely with Catholic social teaching. Counselors lead guidance lessons for later implementation by classroom teachers, providing additional opportunities in SEL and character development.

PART VI - STRATEGY FOR EXCELLENCE

SLCS is mission driven and committed to educating students as a trinity of parent, child, and educator, which is vital to overall success. With each member taking responsibility and working collaboratively as a team, students thrive and are confident in their ability to accept challenges and learn from their mistakes. In addition to educating, schools are called upon to inform and assist parents as their child's first educators in the home. SLCS is blessed with an active parent community, and supporting their efforts strengthens the relationship between all stakeholders. As vital partners, parents are encouraged to share their time and talent with the school, and many choose to serve on the Advisory School Council, which is responsible for creating and implementing the school's Five-Year Strategic Plan. Parents also stay engaged and informed through the school website, weekly newsletters, conferences, information nights, and guest speakers, in addition to a variety of digital media platforms. Every effort is made to involve and support parents in their child's education.

Students play an integral role in the trinity as they ultimately make decisions regarding their own learning. They are encouraged to set goals and beginning in upper elementary, are invited to attend parent conferences. In middle school, students attend CSAP meetings to learn about recommended accommodations and to provide their parents and teachers feedback. Counselors survey elementary and middle school students to glean interest in future offerings and allow them a voice. Questions regarding social emotional well-being and topics of interest for upcoming events and electives are typical. Students have opportunities to serve as grade level Student Council representatives and meet with the principal periodically to outline proposals based on input from their peers. Examples of student achievements are new equipment for the playground and changes to current uniform policies. Students who exemplify service and empathy towards others are highlighted quarterly as "Good Samaritans," and those whom teachers want to recognize can sign the "Book of Good Deeds" in the front office. When students make mistakes, natural consequences are considered the most effective to support personal growth.

All staff members are considered educators and integral to successfully supporting the school mission. They are encouraged to seek out professional development opportunities that feed their interests and areas of expertise. Assistant principals meet with staff as grade and subject level teams to review testing data and discuss student learning, overall health, and well-being.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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? \$12566
(School budget divided by enrollment)
4. What is the average financial aid per student? \$2997
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 13%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 94%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

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)¹. 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 subgroup² 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 assessments³).

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.

¹ 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.

² 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.

³ 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)