

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

Official School Name Saint Gregory The Great Catholic School
(As it should appear in the official records)

School Mailing Address 5343 Virginia Beach Boulevard
(If address is P.O. Box, also include street address.)

City Virginia Beach State VA Zip Code+4 (9 digits total) 23462-1889

County Virginia Beach

Telephone (757) 497-1811 Fax _____

Web site/URL <https://sggsvb.org/> E-mail jbranco@saintmarystarofthesea.com

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. Jennifer Bigelow E-mail jbigelow@richmonddiocese.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Richmond Tel. (804) 622-5116

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Catherine Aebel
(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	44
K	56
1	64
2	59
3	69
4	63
5	55
6	62
7	65
8	55
9	0
10	0
11	0
12 or higher	0
Total Students	592

*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):
- 2.3 % American Indian or Alaska Native
 - 16.5 % Asian
 - 4.2 % Black or African American
 - 17.4 % Hispanic or Latino
 - 2.8 % Native Hawaiian or Other Pacific Islander
 - 37.5 % White
 - 19.3 % 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: 4%

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	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	8
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2021	277
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Spanish, French, Tagalog, Vietnamese, Japanese

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

7. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 52

8. Students receiving special education services with an IEP: 1 %
Total number of students served 4

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>8</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>34</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 9 %
Total number of students served: 53

10. Number of years the principal has been in the position at this school: 3

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

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	32
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	97%	97%	97%	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 X No

If yes, select the year in which your school received the award. 2007

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

Our Mission at Saint Gregory the Great Catholic School is to evangelize the Good News of Jesus Christ in order to transform lives, hearts, and minds through exemplary teaching and learning, worship, faith formation, and discipleship through service. As members of God's diverse family, we treasure the rich traditions of our Roman Catholic faith and welcome all to a spiritual home and to an enlightened, joyful, and vibrant life in Christ.

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

<https://sggsvb.org/>

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

Saint Gregory the Great Catholic School (SGGS) is the largest Catholic school in the Diocese of Richmond. It is located in Virginia Beach, Virginia, which features the popular Virginia Beach oceanfront and regional home of the world's largest naval installation. Since its founding, SGGS reflects the values and charism established by the Sisters, Servants of the Immaculate Heart of Mary (IHM). SGGS is a coeducational school supporting over 590 students in grades junior kindergarten (JK) through eighth grade. The core curricula includes religion, reading/language arts, mathematics, science, social studies, and technology. Additional opportunities for academic growth are available through physical education, art, music, band, library, Spanish and exploratory world languages. SGGS has historically been accredited over several years through multiple agencies to include Advanced Ed, Cognia, Southern Association of Colleges and Schools and the Council on Accreditation and School Improvement (SACS CASI). SGGS is a member of the National and Virginia Catholic Education Association (NCEA and VCEA) and Virginia Council on Private Education (VCPE).

The school's mission promotes a student-centered learning environment, family atmosphere, and spirit of open communication with faculty and staff committed to the development of the whole child while fostering nurturing environments where students are challenged academically and spiritually. Different learning styles are addressed through the use of a wide variety of instructional strategies and carefully planned curriculum that supports higher order thinking skills and creative problem solving. SGGS currently utilizes a balanced literacy approach with guided reading groups and use of Words Their Way to bolster language arts and reading skills. The principles of Guided Math are programmed into daily math instruction to support math skills at the elementary levels while middle school students are exposed to high school level curricula. Graduating eighth grade students are able to earn between one to five high school level credits. Spirituality is nourished within the school through prayer, liturgy, faith sharing, religious enrichment, and opportunities for community outreach. SGGS is committed not only to academic excellence but also to fostering life-long learners with Christian values of honesty, charity, and service to the community.

The continuous improvement efforts at SGGS have included new instructional textbook resources, professional development on developing team norms with Professional Learning Communities (PLC), adoption of Words Their Way for elementary grade levels and Vocabulary Their Way for our middle school. These instructional improvements highlight the strategies used over the past two academic years to improve and support student achievement during the global pandemic. In 2021, SGGS was recognized by the Commonwealth of Virginia as a Military Purple Star school for the academic opportunities provided to military connected students and support of military families. During the 2020-2021 school year, SGGS students involved in Science, Technology, Religion, Engineering, Art and Mathematic (STREAM) activities placed first in the naming of the Hampton Roads Transit Tunnel Boring Machine (HRTTBM) contest. SGGS students continue to be involved in the Lynnhaven River Project and our school is recognized as a Pearl River school. A two-time Toyota Time Math Grant winner, SGGS used the resources received to improve our math program. Our school also promotes student social emotional support through our Saints House and Peer Buddies programs. Support for our English Language Learners (ELL) students occurs with the presence of English as a Second Language (ESL) tutor within our school as well as support for our students with learning needs through three Learning Support Teachers (LST). Starting with the 2020-2021 school year to the present, our school standardized assessment scores have indicated not only excellent results in reading and mathematics across all grade levels but also continued growth in closing the gap for all students assessed.

SGGS was recognized in 2007 as a National Blue Ribbon (NBR) school by the United States Department of Education. Our school's continued strong academic performance affirmed the principles of the NBR program and promoted parental satisfaction in our school. The re-enrollment rates for the 2020-2021 and 2021-2022 school years have exceeded 93% and is the highest within our district over a five-year period. Academic performance over this past school year indicates results above the national norm throughout and in achieving Council for American Private Education (CAPE) NBR level for reading and math in all grade levels with the exception of third grade reading and sixth grade math. Although these two grade levels did not achieve the CAPE NBR level during the Spring 2022 administration, it is important to note the

continued closing of the gap with each of the grade levels in the assessed skill areas. Further, disaggregation of data by school leadership for the subgroups allowed by NBR guidelines (racial/ethnic groups, free/reduced, ELL, and special education services) indicates that our school exceeds the 60% threshold in the racial/ethnic subgroups for reading and math. We are confident that our efforts with explicit instructional support, curriculum adjustments, and professional development during the 2021-2022 school year enhanced our academic performance and are in keeping with the principles of the NBR program.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The literacy program at SGGs is founded on the goal to create lifelong readers and writers. To achieve this goal our instruction in reading, spelling, grammar and mechanics, writing, and vocabulary are explicitly taught and practiced utilizing a balanced literacy approach with the use of the Scholastic leveled books. The core curricula is guided by the Diocese of Richmond Consensus Curriculum (DRCC).

The daily language arts block consists of tiered lesson delivery focused on the components of read aloud, guided reading, shared reading, independent reading, and word study. Tier one whole group instruction is explicitly delivered by use of mentor texts and authentic literature as well as Google slide presentations. Tier two and three instruction is delivered through small groups and guided reading of leveled texts. Differentiated guided reading instruction is provided based on each student's reading level and individual academic needs. Oral communication is a skill acquired and developed through classroom presentations beginning in first grade and continuing through each grade level.

In kindergarten (K) through second grade, literacy instruction focuses on foundational skills, such as phonological awareness and phonetic principles. Writing instruction follows the traditional expectations of basic correct letter formation, learning and applying the writing process, participating in teacher and peer editing and conferencing, journaling, story writing, and creating narrative and descriptive pieces of writing. In third through fifth grade literacy instruction shifts focus to promote greater understanding of text, reading comprehension, and ability to research information independently. The writing process continues to be reinforced and expanded from writing personal and fictional narratives to writing three and five paragraph essays. The most common types of essays are introduced to include expository, persuasive, reflective, comparative, and personal.

Beginning with kindergarten and progressing through fifth grade the use of Words Their Way developmental spelling program is used to tier word study instruction to support student readiness levels. The developmental spelling assessment is administered at the beginning of the school year to identify student word level readiness. Vocabulary is explicitly taught in all grade levels based upon the individual student readiness levels and in the literature students experience. SGGs adopted the use of Words Their Way and Vocabulary Their Way to support our students with a balanced instructional approach while promoting vocabulary reinforcement across the curricula in each subject area.

Our sixth through eighth grade students focus on comprehension and critical thinking using fiction, non-fiction, poetry, and dramatic plays to cite evidence from a text, apply writing styles in literary responses across all subjects. Students study and act out plays each year, such as “The Hobbit” and “A Christmas Carol”, as well as attend local performances. Novel studies are utilized in addition to monthly independent projects to reinforce instruction. Students create digital writing portfolios and have many opportunities to strengthen their writing skills. Teachers assess students each quarter through formative and summative assessment, one major writing assignment, reading analysis, responses to literature, grammar, and mechanics tests.

In junior kindergarten and kindergarten, the Education Software for Guiding Instruction (ESGI) program is used to monitor and assess student progress. Performance Series Scantron (PSS) assessment results are used to differentiate instruction in first through eighth grades as standardized performance is examined to adjust instruction in classrooms, grade levels, and subject areas across the school. PLC meetings assist with horizontal and vertical alignment of essential skills acquisition in the areas of reading and in goal setting for students and grade levels.

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

The math program at SGGS draws from the DRCC with students in experiencing the skills of number sense, computation and estimation, probability, and pre-Algebra. Kindergarten through fifth grade rely on the use of hands-on learning and manipulatives to support concrete to abstract learning. The Sadlier Math series is used to supplement learning while explicit, whole group teaching and small group reinforcement is utilized to target demonstrated student needs. Data gathered from pre- and post-assessments assist with instructional adjustments within the classroom. Additionally, the use of I Excel (IXL) and Star Math online diagnostic assessment programs form two important skill reinforcement initiatives in use at SGGS. Online websites such as Freckle, Pear Deck, Boom Cards, Seesaw, XtraMath, Prodigy, and Brain-Pop further deepen students' understanding of mathematics. Formative assessments such as math workbooks, daily word problems, class participation, exit tickets, and quick checks help assess student understanding, as well as summative assessments such as middle and end of chapter assessments.

The math curricula in sixth through eighth grade is differentiated by the course offerings of Math 6, Math 7, Pre-Algebra, Algebra, and Geometry. Algebra and Geometry students may receive high school credit for successfully completing the academic requirements in these two courses. All math courses utilize pre-and post-assessments to gauge the depth of learning and understanding. Daily objectives are clarified through the anticipatory set which includes a critical thinking question at the core of that day's objective. The math lesson flows into modeling the objective with several guided examples presented. Students are afforded the opportunity to participate in whole group instruction followed by independent work while teachers support individual students needing additional instruction. Students may be given corresponding IXL skills, a DESMOS activity, or a Nearpod online activity to further practice skills. Classes end with exit tickets for formative assessments with homework to further practice skills learned in class.

Recognizing that Algebra and Geometry are high school level classes, more individualized instruction is employed by use of the flipped classroom technique to introduce the objective. Guided notes are used to reiterate the important aspects of the new topic. Scavenger hunts, mad libs, or other practice activities are utilized to solidify understanding. IXL is used to identify students who are struggling and those that are mastering the material. Since each student learns differently, at least one project-based learning opportunity is offered each nine weeks.

In junior kindergarten and kindergarten, ESGI is used to monitor and assess student progress while PSS assessment results are used to differentiate instruction in first through eighth grades as standardized performance is examined to adjust instruction in classrooms, grade levels, and subject areas across the school. PLC meetings assist with horizontal and vertical alignment of essential skills acquisition in the areas of reading and in goal setting for students and grade levels.

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

At SGGS science is guided by the content and principles found in the DRCC with an understanding that, "science adds a unique dimension to the Catholic/Christian view of life and brings us face to face with the power, wisdom, and beauty of creation". Real life experiences and interactions with science are beneficial to the learning process. Field trips provide students with these real life experiences and understanding is enhanced by visits to the Virginia Aquarium, Virginia Zoo, Norfolk Botanical Gardens, Living Museum, and Nauticus.

Science beginning kindergarten through third grade is taught through the reading curriculum and use of online videos resources such as the BrainPop, Epic Books, Readworks, and Mystery Science websites. The Nancy Larson science series is used in the primary grades, the Science-A Closer Look series by McGraw Hill is used in fourth and fifth grades. Our students are assessed in a variety of ways to include project-based learning assignments, group work, projects, and traditional assessments. Earth science is available for our eighth grade students with the opportunity to earn high school level credit.

Extra-curricular activities further deepen understanding and foster a love of science. SGGS has proudly supported the efforts of the Tidewater Model Water Tower Competition teams, Science Bowl team, and the Tidewater Physics Olympics team.

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

The early elementary curriculum progresses from a focus on the individual in kindergarten through a focus on community in third grade. In fourth through seventh grade progression of Virginia and American history from the Age of Exploration through present day is experienced. Eighth grade students may take the World History I course and earn high school credit. In kindergarten through second grade, knowledge is gained through the use of non-fiction leveled texts, Epic Books, Read Works, and projects. In third and fourth grade, teachers utilize the Virginia Studies Weekly as well as the textbook series United States history by Houghton Mifflin to promote an understanding of Virginia and its place in history. Middle school students are exposed to history and importance of civics through Creating America - A History of the United States and World History-Patterns of Interaction, both by McDougal Littell.

History comes alive in various ways in the classrooms at SGGS through the use of project and problem-based learning, choice boards, group collaboration using activities such as the Jigsaw Method, Kahoot, Quizlet, learning dances like the Virginia Reel in physical education (PE), web quests, and field trips to Pamplin Park, Jamestown, Williamsburg, and the Virginia Capitol. Knowledge is challenged and tested through class discussions, Socratic method activities, and debates. A multitude of technology-based learning techniques are employed, such as Discovery Education, Nearpod, Newsela articles, and Time-To-Climb learning games, Flipgrid, and virtual historical tour software.

Formative assessments such as pre-tests, open-ended questions, entrance and exit tickets, polls, and surveys enable teachers to gain information to guide instruction. In seventh and eighth grade social studies classes, the teacher shares student responses with the language arts teachers to provide them with writing samples to gauge the quality of their responses to non-fiction-based material. Summative assessments include traditional quizzes and tests, projects such as an American Revolution choice board in fifth grade, essays, project-based learning projects and a world history and language arts essay project.

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

At SGGS our seventh and eighth students have the opportunity to take high school credit bearing classes in math, Spanish, and world history. It is our desire to provide these opportunities in support of our students who seek advanced placement classes as they prepare for and move on to academic academies and in college preparatory programs within the local public school systems. The SGGS Gregorian Chapter of the National Junior Honor Society (NJHS) promotes student scholarly achievement and civic leadership. Likewise, our Student Council Association (SCA) affords students the opportunity to demonstrate leadership through community service projects and citizenship. The SGGS Saints House program is closely aligned with our faith and connects student understanding with the expectation they are called to serve others daily to improve themselves and the local community.

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

Junior kindergarten (JK) at SGGS is an entryway into a student's school career as an SGGS Saint. JK is housed along with kindergarten classes in Guardian Angel Hall (GAH). This bustling building is where Saints first begin their academic and faith journey. They study basic prayers each day, learn routines, and strengthen their independence. The building offers a spirit of age-appropriate learning that is crucial for the development of young minds.

Learning should be fun, and teachers utilize the skills from the Early Childhood Standards of the DRCC and the principles of the Virginia Foundation Blocks for Early Learning. Understanding that the development of these young learners requires the foundational expectations for communication, fine and gross motor skills, math, reading, religion, science, social emotional habits, social studies, work habits, and writing that all prepare a JK student to walk down the hall the following year and be successful in kindergarten. The emphasis is on hands-on learning and learning through play. Students enrolled in JK's daily routines are supported by low student to teacher ratios with one teacher and one teacher assistant in each of three classrooms. Daily classroom skills readiness and outdoor play as well as weekly PE, library, and art lessons prepare our student to enter kindergarten with the skills they need to be successful. Our JK students are

thrilled to go on an annual field trip to the Children's Museum of Virginia.

Our peer mentor buddy program with the sixth grade students has been beneficial in providing time to read books, complete craft projects, and play on the playground together. These older students accompany their younger buddy to various events throughout the school year, including the fall carnival and Christmas Santa shop. When JK students attend weekly all school Mass, their buddies sit with them, acting as role models and encouraging proper etiquette and behavior during church services.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

At SGGS, fine arts classes not only teach the technical aspects of creating art and music but also play a part in the intellectual and spiritual development of a student. The school community recognizes that through music and art we can praise God. SGGS is blessed to have both a full-time visual arts teacher and a full-time music and band teacher who help students explore their faith and discover their visual and musical talents.

Students in visual arts classes develop gross and fine motor dexterity and control while learning how to receive criticism and praise from others. Art is not only about emotion, color, or aesthetics, but is also about patterns and problem solving. Children learn through playing, exploring, and trial and error through the use of paint, colored pencils, chalk, play dough, markers, crayons, oil pastel, as well as unconventional items. JK students have 30 minutes of visual art instruction weekly while kindergarten through sixth grade students receive instruction for 45 minutes weekly. Seventh and eighth grade students may add two dimensional and or three dimensional art to their schedule as an elective; these courses meet for 90 minutes each week.

Students in music classes will receive weekly instruction in musical theory, styles, and appreciation. Students learn songs for Mass, special school programs, and personal enjoyment. JK students have 30 minutes of music instruction weekly while kindergarten through sixth grade students receive instruction for 45 minutes weekly. Seventh and eighth grade students may add band, guitar, or piano to their schedule as an elective; these courses meet for 90 minutes weekly.

2b. Physical education/health/nutrition

Physical education (PE) classes provide students with the knowledge, skills, and confidence to enjoy a lifetime of physical activity. Two full-time PE teachers provide students with constructive feedback on an ongoing basis and continuously refine learning objectives by appropriate pacing and transitions in lessons that are differentiated for the needs of the group/class. The aim is to actively engage all students in learning to enjoy lifelong participation in physical activity. Teachers provide exit tickets, skill assessment, and fitness testing with goals they are trying to reach. Over 55 percent of students participate in an organized school athletic sport at SGGS which includes basketball, soccer, volleyball, cross country, track and field, golf, cheerleading, baseball, and soccer. JK students have 30 minutes of PE instruction weekly while kindergarten through eighth grade receive instruction for 90 minutes weekly in a full-size gymnasium as well as on the athletic field and full outdoor basketball court. One of two PE teachers serves as the SGGS athletic director.

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

SGGS realizes the importance of learning a foreign language. Starting at an early age it is easy to learn a new language to improve creativity, memorization, and brain development. Students in kindergarten through fifth grade receive 45 minutes of Spanish instruction weekly. The curriculum is centered on learning basic vocabulary and conversation skills. Further, the courses focus on quotidian phrases. The class expands on a variety of cultures through engagement in classroom activities. Sixth grade receives 90 minutes and seventh grade 135 minutes per week with more structured instruction in Spanish including a more extensive vocabulary and basic grammar rules. Exposure to Hispanic culture in these grades improves students' cross-cultural awareness.

Eighth-grade students receive 225 minutes of Spanish instruction per week in Spanish 1 for a high school credit following the standards of the American Council of Teachers of Foreign Languages (ACTFL) and the Virginia Department of Education (VDOE) Standards of Learning (SOL). All courses see the implementation of technology to further learning objectives and expand on cultural connections. French and German are also offered as electives in our middle school giving students the opportunity to have an exploratory course in another language.

2d. Technology/library/media

The use of technology in all aspects of learning is realized at SGGS. A full-time technology teacher and full-time Informational Technology (IT) specialist coordinate with teachers to provide quality support and innovation of technology throughout the school building. Fostering 21st century learning and collaborative student experiences is understood at SGGS. Students benefit from various forms of technology to enhance their learning while our computer lab houses 30 Macintosh desktop computers, one to one Chromebook in first through eighth grade, iPads sets in kindergarten and junior kindergarten classrooms, and six Bee Bot robots. All classrooms have interactive technology boards.

Computer classes meet the International Society for Technology in Education (ISTE) standards and the Virginia Standards of Learning (SOL). In computer classes, students learn through game-based learning activities, project, and problem-based lessons, and through explicit instruction. Using a blend of online and offline resources, students are challenged to use the 4 C's (creativity, collaboration, critical thinking, and communication) to demonstrate their knowledge and competency with subject matter. SGGS utilizes Google classroom and Google Suites to organize learning. All students are assigned Google accounts. All teachers submit weekly lesson plans using Planbook and are able to share lessons and collaborate easily through this platform. All teachers also use FACTS Student Information System (SIS) to post grades, enter homework assignments, and other messages on a regular basis. Students in grades kindergarten through sixth grade receive 45 minutes of technology weekly in a computer lab that houses 30 Macintosh desktop computers. Middle school students may take Lego Animation or Broadcasting as an elective.

SGGS students benefit from the use of the library that houses over 16,000 books. Manned by a full-time librarian and part-time assistant, teachers are supported on projects and assignments such as a listing of all book sets for use in book clubs, picture books pulled for instructional assignments, biographies for grade level projects, mentor texts to teach a specific subject or literary topic, visual representations of various nonfiction sections of the library, student-written book recommendations to be shared with others, participation in a library escape room activity, and choosing students each year during Read Across America to read book recommendations over the school public address system. Students in kindergarten through sixth grade visit the library for 45 minutes weekly.

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

At SGGS, students in middle school will experience a multitude of changes from elementary school. One exciting feature that was added in recent years were elective courses. Students are able to select from a variety of subjects with a range of topics, with the guidance of their parents and guardians. SGGS believes this will help students discover a new talent, enhance their skills or spark a passion. Elective courses vary each semester based on teacher availability, but the course listings have included two- and three-dimensional art, art history, traveling through the world, concert choir, band, guitar, piano, introduction to drama, video broadcasting, line dancing, brain builders, sewing, public speaking, fun with Shakespeare, introduction to German, finance for beginners, Civics for future leaders, LEGO animation, chess, Bible study, life skills, photography, and math and reading resource.

3. Academic Supports

3a. Students performing below grade level:

All classrooms strengthen those students who may be struggling or with achievement gaps using scaffolding and tier two and three instruction and activities. SGGS also benefits from two full-time and one part-time Learning Support Teachers (LST) who work directly with students who have achievement gaps and/or accommodation plans. The LST team typically pushes into classrooms in first through eighth grades to work individually or in small groups with students who may be struggling with a concept. Strategies are provided to students to help them be successful in the areas of reading, writing, math, and organization. All students who receive these support services have their grades and assignments monitored by the LST team in collaboration with classroom teachers. If necessary, students may be briefly pulled out of the classroom to provide an alternative less distracting environment to allow for clarification of questions or reinforcement of learning objectives. Math and reading resource are also offered as middle school elective choices for those students who are experiencing academic difficulties and in need of additional support.

The Enhanced Student Teacher Assistance Team (ESTAT) committee are a system-based approach to educate all children at SGGS by developing research-based, school-wide, and classroom instructional intervention response systems to meet individual student needs. The fundamental premise that ESTAT follows involves the creation of positive learning environments. Classroom interventions and strategies are implemented to refocus, redirect, encourage extra assistance/support, and use of intentional instructional strategies by collaborative teacher teams. The team is composed of administrators, classroom and LST teachers, and the full-time school counselor. Parents are informed of committee recommendations and provided with informational resources to assist their child.

Additionally, a reading and mathematics resource teacher is on staff at SGGS through Non-Public Educational Services Inc. (NESI), a Catapult Learning Company, to aid and benefit eligible students using small group pull out instruction through the Title 1 program. SGGS uses a variety of assessments to assist with finding the just right learning strategies to support students. Assessments include J. Richardson's Next Step Guided Reading Assessment (NSGRA) system, Renaissance Learning Star reading test and review of PSS benchmark assessment results. Instructional resource materials including Achieve Literacy, Pioneer Valley Guided Reading, and Science of Reading as well as collaboration between the Title 1 teacher and classroom teachers insure goals are aligned to promote closing the gaps for students in need.

3b. Students performing above grade level:

While differentiation of learning is at the core of teaching in all classrooms at SGGS provided through enrichment activities, students who need more challenging learning experiences and are found eligible in second through fifth grades, may participate in the pull-out Gifted and Talented (GATE) class for 90 minutes weekly. National Association for Gifted Children (NAGC) standards are used to guide instruction and address the unique needs of high achieving students. The program is coordinated and taught by a full-time gifted endorsed teacher who is a member of the NAGC and Virginia Gifted Association and has attended the NAGC national conference.

Concept-based learning is at the core of GATE instruction for each grade level which focuses on changes in second grade, relationships in third grade, systems in fourth grade, and structures in fifth grade. Social-emotional lessons are also incorporated and experienced through the use of the Thrively website. Students utilize digital portfolio and have opportunities to determine their top five strengths through the use of the Strength Assessment process. Individualized learning based on interests and aspirations are discussed and assist with identifying achievable goals and action steps promoting student growth of “can-do” mindset.

Project and problem-based learning units are created using Blooms taxonomy and S. Kaplan’s Depth and Complexity model. Birdseed TV is a favorite website as it contains hours of streaming video for students to explore based on their interests. Differentiated lessons, challenging projects, and information about the unique social and emotional needs of gifted learners are available and can be geared to student interest.

In middle school, students have the opportunity to follow an advanced academic track which further challenges our high achieving students. Students can earn high school bearing credit for successfully completing any of these courses: Algebra, Geometry, World History 1, Earth Science, and Spanish 1. These classes help our future high school students continue on an accelerated path allowing them time in their

future high school course work to take more advanced courses in their quest for college acceptance and fulfilling their career aspirations.

3c. Students with disabilities:

At SGGS students with disabilities are supported through the Diocesan guidelines known as Guidelines for Working with Exceptional Students. The Catholic school system recognizes the beauty and potential inherent within each student. In an effort to foster continued growth, SGGS embraces the opportunity to provide assistance and programs to serve students with special needs according to the resources available within our school. Students who enroll at SGGS needing instructional support services under an Individualized Education Program (IEP), developed by the local public school, are considered for enrollment provided SGGS is capable of supporting the level of services identified. SGGS develops an Individualized Service Plan (ISP) in collaboration with parents and review of the student's IEP to establish the instructional supports that will be provided each student. This process also includes students who may need support derived from Section 504 (504) services; SGGS offers a Structured Accommodation Plan (SAP) instead of a 504 which focuses on principle of leveling the educational learning environment for student to access educational opportunities fairly. SGGS retains a copy of a student's plan in the student's confidential file. The school also retain copies of child study, eligibility, and supporting documentation completed by the local public school system.

The basis of support that students receive is founded on a Response to Intervention (RTI) which mimics the terminology used by public schools when referring to how a student fared when accommodations have been put into place. Teachers naturally attempt interventions either formally or informally when a student is not meeting with success at SGGS. LST team members are available to support identified students and teachers when non-identified students present as needing instructional interventions. In the summer of 2021, SGGS faculty and staff participated in professional development to support our students with disabilities. This training included understanding student needs through the unique program presented by the Specialized Education for All Learners (S.E.A.L.) Foundation, a private Catholic agency focused on students with disabilities and learning challenges.

SGGS utilizes the ESTAT process to clarify the nature of the academic challenge a student may experience to develop proactive and positive strategies to support students in need. ESTAT meetings are held whenever a teacher refers a student for observed concerns to determine classroom strategies and interventions before any referral for further evaluation occurs typically with the local public school system. Parent involvement in this process begins with the classroom teacher sharing concerns from the classroom and are kept informed as the ESTAT team reviews a student's progress and response to recommended interventions.

3d. English Language Learners:

SGGS is fortunate to have a teacher who works with students needing ELL services. ELL students enrolling at SGGS are typically assessed as Level 1 ELL students resulting from the World-Class Instructional Design and Assessment (WIDA) screening process. Instructional lessons begin with the basics of the language and gradually increase in difficulty focusing on conversational language instruction to give students context for the language. With older or more advanced students, self-directed learning is utilized as well as sentence and discussion stems where students have more ownership and decisions for their learning. Tiered instruction based on student's grade levels is used where lower-level English speakers receive more intensive and individualized instruction. Students in need of additional English language support are screened each year and receive support services from the local public school system through Title III program resources.

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

SGGS has a full-time school guidance counselor who supports all grade level students, parents, and teachers. The guidance counselor uses individual and group counseling to ensure all students are in a healthy frame of mind. During these difficult years of stress and uncertainty created by the COVID-19 pandemic, the guidance counselor has proved invaluable in supporting student social and emotional well-being. The SGGS guidance counselor advocates for students by partnering with and providing community resources,

classroom support and observations, ESTAT team collaboration and support, organizing educational testing, and acting as the SGGS liaison between local public schools and private approved contracted therapy providers. The school guidance counselor is integral part of the SGGS Crisis Response Team (CRT) in support of students who may need support addressing student conflict resolution, self-harm screening, and school threat assessments. SGGS is very fortunate to have the access to the benefits of a licensed therapy dog who supports our students, parents, and faculty. The inclusion of the therapy dog program at SGGS includes a pilot reading support program for students, classroom visits with students, and generally individual moments with the therapy dog for students and staff needing a comforting moment throughout the school day as needed.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At SGGS, we believe that each day is an opportunity for our students to “Lead like a Saint” and that students are the heartbeat of our school. By the time our students graduate the eighth grade, some have been together since they were infants at the Saint Gregory’s Church Daycare Center. Those students are recognized as a Gregorian; meaning they have been continuous enrolled at SGGS since junior kindergarten through eighth grade. In June each school year, the eighth grade is clapped out on their last day of school with many parents present to recognize the tremendous milestone achieved by their child. This is truly a time when many lifelong friendships having been formed at SGGS is shared by the school community one last time. SGGS is a school with a family atmosphere promoted by the dynamic, hardworking faculty and staff committed to educating the whole child. At SGGS delivering quality instruction that is differentiated for each child’s unique way of learning is an everyday occurrence. Classrooms and hallways are inviting, as are the manicured school grounds. The playground features three play areas, a volleyball court, four-square courts, a full basketball court, and plenty of free space grass areas to run and play. We believe that all students need a break to unwind and move around, so each grade has at least 20 minutes of recess daily where friendships can be formed and extra energy released. The social, emotional, and mental well-being of SGGS students is just as important as their academics, especially in the uncertainty presented by the COVID-19 pandemic and its fallout, SGGS school administration and staff in collaboration with parents continue to support a safe learning environment for all students. SGGS takes prides in the resilience of its students, support of the community, and tremendous effort of the school staff in delivering in-person instruction throughout the challenging COVID-19 pandemic school years.

Academic and student leadership programs provided through NJHS and SCA expose students to opportunities where they display leadership through service to others and bring to life the vision of “Leading like a Saint”. Sport and club activities develop student understanding of cooperation, teamwork, and healthy sense of competition. The House Saints program reinforces the faith-based approach to character development and instilling the values of most important to SGGS.

2. Engaging Families and Community:

Partnering with parents in the Catholic faith formation of their children at SGGS is an essential cornerstone of our school mission. Preparing children to be responsible, faith filled individuals who will go on to be the change makers and leaders in our community is a role that SGGS embraces wholeheartedly. It is crucial that we utilize the time and talents of not only our parents but also our local community to achieve this most important responsibility.

SGGS has an established School Advisory Board (SAB) comprised of current and former parents who are committed to serving the students, families, faculty, and staff with visible leadership and purposeful actions both within and beyond the SGGS community. The SAB recommends policies and assists with the implementation of school goals while working collaboratively with school administration. Community surveys and meetings guide their work forming the genesis of a community centered group that is always prepared to advocate for the SGGS community and its students.

The school has an very active Parent Teacher Guild (PTG) that supports many initiatives during the school year including fund raising, show appreciation for faculty and staff, or providing fellowship to our families. The PTG main fundraiser each year is the Super Saints Raffle, which has raised over one million dollars in its 12 years of existence. The funds raised have enhanced almost every area of school operations from new gym floors to a new public address system, from new security camera system to new textbooks and teacher grants. The PTG hosts the annual Trunk or Treat event, Santa Shop, and a Santa Breakfast promoting school unity and fellowship which create family bonds that last a lifetime. The homeroom parent program organized by the PTG affords parents an opportunity to volunteer in the classrooms for various celebrations throughout the school year.

The SGGS Advancement Team plays an integral role in raising funds and providing fellowship for the school as well as recruiting future students. SGGS hosts three open houses each year to recruit new students. For those already enrolled at SGGS, we host a Meet the Teacher and Back to School Night each year as well as a high school information session for eighth grade parents. The Advancement Team hosts four large, exciting community events each year which raise funds to continue providing academic excellence to our students and to foster life-long learners with Catholic values. There are also monthly family dinners at local restaurants to allow families time to socialize off campus. SGGS has an active media presence in the community including Twitter, Facebook, and Instagram accounts, a school website, and a school SGGS Application (SGGS App). These social media platforms provide information and highlight the great things happening within our school. The Saints Weekly, a weekly email publication, contains a calendar of events, lunch menu, sports and club offerings, volunteer opportunities, and community news of interest to the school community at large.

3. Creating Professional Culture:

All SGGS teachers participate in one or more PLC meetings each month. These PLCs are organized by grade level in the elementary school and in the middle school, by subject area as well as by grade level. During PLC meetings teachers not only discuss what lessons they will teach that week, they also collaborate on how to best teach the material to all of their students. They talk about what interventions they will use to reach students who need tier two and tier three support, as well as what enrichment activities they will use for students who master the lesson quickly. Teachers discuss what strategies worked well during the previous week and what strategies they need to adjust to reach those students who have not gained mastery of the material yet.

When teachers attend professional development workshops outside of school to learn new teaching methods, such as Words Their Way, they bring what they learned back to their colleagues and share their knowledge with them. This allows all teachers to have a direct impact and benefit from the training and not just those teachers who attended the workshop. Collaboration is a large part of who we are as a professional education community. Teachers help each other in their grade level teams and across the grade levels to provide all students with the best instruction possible.

At SGGS our vision is to "Lead like a Saint". This not only applies to our students, but it also applies to everyone who works at the school. We are all professionals, and it is essential that our faculty and staff treat each other with respect and model on a daily basis what that looks like to be a "Saint" for our students. Having a growth mindset and positive attitude is essential to having a professional culture in the workplace. It is expected that our teachers and staff interact with each other in a manner that is kind, respectful, and professional, even when opinions disagree. "Leading Like a Saint" is about looking at what we can do and not focusing on what we cannot do.

4. School Leadership:

The school administration team includes a principal and assistant principal who work together to ensure that all students, teachers, and staff at the school are safe on a daily basis. The Faculty and Staff handbook spells out in detail all policies and procedures that school employees need to know to ensure an efficient and smooth-running school. There is a separate Emergency Policy and Procedures binder that resides in every room in the building. All faculty and staff are aware of this binder and know what they should do in the event of any emergency. Fire, lockdown, bomb, and tornado drills are held periodically throughout the school year to ensure that everyone is prepared in the event of an emergency while reducing unnecessary stress and confusion.

The school's Continuous Improvement (CIP) team includes the principal, assistant principal, two teacher leaders serving as chairpersons, and grade level representatives. The CIP works with faculty and staff on tasks that help enhance the school and student achievement. This collaboration allows us to generate a more comprehensive plan that allows the school to flourish. The team meets at least three times per year to ensure the school is moving forward in a positive direction and in developing strategies to support student growth in a rigorous and compassionate environment. Each grade level team has a teacher team leader who helps

the team focus on improving student achievement by exploring skills where students need reinforcement and finding ways to provide enrichment to those students who need it. The grade level team leader brings any issues or concerns from the team to the attention of school administration and collectively develop solutions that support team members and students.

School administration offers students the opportunity to have leadership experiences in the school. The SCA elected student executive board members lead morning and afternoon prayer, announcements, or special announcement over the public address system. Other student leadership opportunities students include serving as lectors at Mass, giving tours to prospective parents and students at our Open Houses, being after school homework helpers through the NJHS homework support program, and serving as student House Leaders of the six houses in our school's Saint House program. Providing students leadership opportunities helps grow their public speaking and decision-making skills which sets the cornerstones for student success in their high school careers and future endeavors.

5. Culturally Responsive Teaching and Learning:

Our school population is incredibly diverse. We have students from a variety of different countries, socioeconomic backgrounds, and cultural backgrounds. In creating the Saint House system several years ago, the organizing team wanted to ensure that our student body was well represented. The six houses were chosen with five of the seven continents in mind as well as selecting a patron saint from that area: Africa (Sudan), Asia (Filipino), Europe (Italy), North America (U.S.), South America (Peru), and the Middle East (Jerusalem). All students are able to see someone who looks like themselves as a representative of a Saint House.

SGGS offers a variety of diverse programs and activities for students to make personal connections with what they are learning at school. A gentleman who collected memorabilia for over 30 years from the Negro Baseball League teams brought his vast collection in for our students and gave a presentation on the league's history as well as information on several great African American baseball players such as Jackie Robinson, Satchel Page, Cool Papa Bell, and Pops Lloyd. In physical education class, students learn a traditional Filipino folk dance called Tinikling which originated during the Spanish colonial era and helps connect our students to their heritage. Across the grade levels, students learn about Dia de Los Muertos, Black History Month, Hispanic History Month, and what Christmas is like around the world. Teachers use Newsela to find informational texts on the customs and cultures of these events and others as they arise throughout the schoolyear. In fifth grade students create a quilt highlighting famous African Americans and write an expository paragraph about him or her. The squares of paragraphs and photos are then put together to make a "quilt" which is displayed outside the art room during Black History Month. In sixth grade students learn about Native American leaders during the Westward Expansion. The students choose a Native American leader, research their background, and then write a report on the greatest achievement of that specific leader. In seventh grade US History, students learn about World War II. They expand their knowledge of dictators, the Holocaust, and the diverse people who were targeted during time in history (Jewish people, disabled persons, and all who were viewed as supporting Jewish people). They also learn how the American public viewed and responded to the propaganda and atrocities encountered throughout this time period in world history.

The faculty and staff of SGGS attend a variety of professional development workshops to help meet the needs of the students. One workshop attended by the faculty was led by the Specialized Education for All Learners (S.E.A.L) Foundation called "Understanding and Awareness of Student Needs". In this training the faculty and staff were given the opportunity to experience how students with diverse needs learn. Recently all school employees attended a Stop the Bleed training led by the Virginia Beach Emergency Medical Services (VBEMS) squad. This training was part of our emergency response procedures review conducted by school administration and improvement of protocols due to the increase in school shootings nationwide.

PART VI - STRATEGY FOR EXCELLENCE

One practice that has been the most instrumental to the success of SGGS is our Saint House program. At the end of a student's fourth grade school year, each student is sorted into one of six different Saint Houses. Every employee at SGGS has is also sorted into one of houses when they first join SGGS. Accordingly, each Saint House is composed of students in fifth through eighth grade as well as teachers and staff from all areas of the school. All houses are paired with a younger grade level from Junior Kindergarten through fourth grade so that every student in the school has at least one adult in the school other than their homeroom teacher to serve as encouraging presence in the life of each child. This proactive approach provides students with an adult that they can trust and can go to for help, guidance, or advice. Likewise, older students act as role models for younger students providing younger students with someone whom they can look up to and seek out for guidance or assistance. This program enhances the relationship between grade levels that truly form peer-to-peer buddies who enjoy spending time together attending events on campus, Mass, or combined classroom activities throughout the school year.

The program also provides older students with leadership roles within the Saint House system as either House Leader, Assistant House Leader, or Historian. These student leaders meet once a month to discuss different activities that students plan for, conduct scheduled meetings, and participate in different service projects throughout the school year.

Serving others, especially those in need, is a large part of who we are as a school. The Saint House program embodies the school vision statement to "Lead like a Saint". As Catholics we treasure our service to others as Jesus did and through our House system students participate in six school wide acts of community outreach each year. Some of the outreach opportunities students have participated in are collecting school supplies for the Seton Youth Shelter for students in need, collecting supplies for the Society for the Prevention of the Cruelty of Animals (SPCA), and collecting winter coats for the children who are helped by the Virginia Beach Department of Child Protective Services (CPS). The House program is the lifeblood of our school and has made a difference in our community. We cherish the values that each Saint House was founded on and fully embrace the life lessons our students experience each and every day.

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? \$8766
(School budget divided by enrollment)
4. What is the average financial aid per student? \$3833
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 14%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 31%

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)