

U.S. Department of Education
2016 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 Principal Judy Armstrong

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

Official School Name St. Thomas More Catholic School

(As it should appear in the official records)

School Mailing Address 11400 Sherbrook Drive

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

City Baton Rouge State LA Zip Code+4 (9 digits total) 70815-6298

County East Baton Rouge

Telephone (225) 275-2820 Fax (225) 275-0376

Web site/URL http://www.stmbr.org E-mail armstrongj@stmbr.org

Twitter Handle _____ Facebook Page http://www.facebook.com/stmbr.org Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Melanie Verges E-mail mverges@csobr.org

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

District Name Diocese of Baton Rouge Tel. (225) 336-8735

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Rusty Welch

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

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

Date _____

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

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
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. 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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	45	34	79
1	34	40	74
2	32	35	67
3	37	33	70
4	48	35	83
5	32	38	70
6	41	41	82
7	38	54	92
8	39	41	80
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	346	351	697

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 19 % Asian
 - 4 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 74 % White
 - 1 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 1%

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, 2014 until the end of the 2014-2015 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2014	726
(5) Total transferred students in row (3) divided by total students in row (4)	0.007
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 10%
 Total number students who qualify: 73

8. Students receiving special education services: 25 %
174 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>94</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>29</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>41</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>6</u> Visual Impairment Including Blindness
<u>34</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 11
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	36
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. 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 19:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	98%	98%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2015.

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%

14. 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.

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

St. Thomas More Catholic School is committed to continuing a legacy of excellence in religious and academic education in a nurturing environment that fosters self-discipline.

PART III – SUMMARY

The mission of St. Thomas More School is to “continue a legacy of excellence in religious and academic education in a nurturing environment that fosters self-discipline.” The community of STM steadfastly strengthens its commitment to teaching the Catholic faith and tradition through worship, doctrine, ideology, and morality. The primary function of the school, in partnership with the family, is to facilitate the total development of each child spiritually, academically, socially, emotionally, and physically by encouraging all students to see themselves as individuals with unique and God given talents. Through teaching methods and personal example, the faculty and staff faithfully strive to instill in students the enduring Gospel values of Jesus to aid them in becoming responsible, well-informed Christians and compassionate world citizens with a respect for creation. While the curriculum promotes an atmosphere of self-discipline and self-respect, students are also challenged to develop their intellectual and expressive capabilities while experiencing joy in learning.

paraliturgies such as the Living Rosary and annual May Crowning. Mission Day is a day of prayer, mission awareness, and games to raise money for U.S. and foreign missions. Students enjoy special academic days where integrated activities relate to literature, history, geography, math, and science including Human Body, Weather and Colonial Days. Perennial favorites include our Book Fair, Grandparents' Days, Pi Day, and first Friday spirit days.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

STM sustains a legacy of excellence in academic and religious education with an exemplary faculty and a rigorous and relevant curriculum in religion and other core subjects. The curriculum is based on national standards, state frameworks, and researched best practices from Core Knowledge, National Council of Teachers of Math (NCTM), National Science Teachers Association (NSTA), International Reading Association, and Rigor and Relevance Model Schools. Teachers collaborate to ensure a cohesive and sequential curriculum which incorporates engaged learning through hands-on activities, technology integration and lab exploration.

STM has established measures to provide all students with opportunities for academic success and growth. Utilizing standardized test score analysis and teacher recommendation, students performing above grade level are offered advanced classes to enhance their English/language arts and math skills. Reading remediation is available in grades K–3 and individual needs support is offered in all academic areas in grades 4–8 to provide assistance for students with learning challenges. Differentiated instruction is practiced to lead students of all learning modalities to achieve greater academic success.

Reading/English Language Arts

Reading, writing, listening, and speaking are interrelated processes and are cultivated in the rich core curriculum at STM, thereby linking reading and writing to all other disciplines. In primary grades, a whole language approach assimilates the vital components of grammar, punctuation, phonics, and writing. Phonemic awareness centers focus on decoding skills, reading fluency and the ability to recognize grade appropriate sight words.

In upper grades, students have separate reading and English classes. An array of literary genres enriches the reading curriculum, allowing students opportunities to explore and enjoy multiple literary forms while developing higher order thinking skills. In English, students engage in a rigorous review of grammar with emphasis on usage. Strong attention is given to vocabulary development, composition, and critical reading skills. Students in grades 2–6 participate in the Accelerated Reading (AR) program. STM readers are recognized for their outstanding reading accomplishments in class and at school assemblies. To enhance the reading experience, students read class novels and participate in our Summer Reading Program. 6th grade students particularly enjoy reading the novel *Fiddle Fever*. A field trip to Vermillionville, followed by a Louisiana resource day, reinforces how reading expands the students' appreciation of our rich Louisiana culture. In 8th grade, high school credit is awarded for honors English and literature.

Mathematics

STM's math curriculum is a cohesive and comprehensive program designed after years of focused planning and research. Across grade levels, standards set forth by NCTM are incorporated. Procedural skills fluency, conceptual understanding, and skills application are emphasized. Instructional proficiencies progress at all grade levels beginning with number logic and basic algorithmic facts and ending with word problem analysis and real world problem solving. Students apply understanding in multiple ways and view math as an integral tool in our ever-changing world. Teachers use a variety of teaching strategies and technology including cooperative learning, individualized instruction, hands-on manipulatives, Math IXL, graphing calculators, Excel spreadsheet software, and computer generated activities. Students enjoy applied mathematics by participating in 100th Day of School activities, Pi Day, and math competitions. 8th grade Algebra I students are awarded high school credit.

Science

STM offers a challenging, dynamic, and engaging curriculum in the areas of life, physical, and earth sciences. Student learning opportunities are enhanced by technology integration and lab explorations.

Teachers and students utilize two science labs which support hands-on, inquiry-based learning. Students gain an appreciation of science in real-world applications through the use of Froguts Virtual Dissections software and school sponsored resource days highlighting the human body, weather, and simple machines.

Social Studies

The social studies curriculum is designed to develop good citizens and responsible thinkers who understand and appreciate culture, history, and geography. Our goal is that, as adults, our students will synthesize and integrate lessons learned at STM to become more compassionate and well-informed citizens. In primary grades, students engage in thematic based units of instruction. Upper grade students study United States, World, and Louisiana History, Geography, and World Religions. Students share in special learning activities beyond the classroom setting through resource days, field trips, Boys and Girls Club, Youth Legislature, and Junior Achievement. By developing knowledge of the past, students are better able to analyze current events and understand their unique roles in today's society.

2. Other Curriculum Areas:

St. Thomas More Catholic School provides a wide range of learning experiences through the Enrichment Curriculum including art, music, Spanish, computer applications, and health and physical education (PE). Guidance and library are also scheduled in lower elementary grades to help students develop study and life skills. Kindergarten students attend one thirty-minute art, music and library class each week and three health and PE classes. Students in grades 1 and 2 attend one thirty-minute class in art and music and three thirty-minute health and PE classes. Students in grades 3 and 4 attend one thirty-minute class in art, music, computer, and guidance and two thirty-minute health and PE classes. All students in grades 5-8 attend one fifty-minute class in Spanish, music or art, and computer and two fifty-minute health and PE classes. Students in grades 6-8 may elect Math Counts (6th), Robotics (7th), and Future City (8th). Students also may participate in extended school day programs including choir, band, drama and "Girls on the Run."

Arts – Visual and/or Performing

STM believes that art reflects the value of creation. Basic pillars of the program focus on creative expression and critical evaluation of personal artwork and the artwork of others. STM's art curriculum is designed to guide students in the use of a variety of media, techniques, and processes to create original works of art. The depiction of historical events and religious truth is explored throughout the curriculum. For example, junior high students used pointillism to create original portraits of Jesus' crucifixion for an Easter display. Our school's Christmas cards and ornaments are designed each year by art students.

In music, students are taught to identify instruments from various musical families and are familiarized with basic music terminology. Creatively, students are introduced to a variety of musical genres from a broad spectrum of diverse cultures. Students listen and respond to music and learn to value music as a meaningful part of life. Each year, the fine arts department sponsors a Christmas concert, a band concert, a drama production, and an art show.

Physical Education/Health/Nutrition

In STM's health and PE program, students learn the importance of nutrition and physical health. They acquire knowledge and skills that help them understand the long term benefits of a physically active lifestyle and a healthy nutritional diet. Students cultivate an understanding of health related topics including substance use and abuse, heart health, dental health, bullying, peer pressure, and communicable and non-communicable diseases. The school nurse supplements instruction on a variety of topics in health classes including hygiene and nutrition.

PE classes focus primarily on proficiency in locomotor and non-locomotor skills, dance, rhythmic activities, and skill acquisition in a variety of sports activities. The program develops and reinforces cooperative behavior in team sports and games. Each year students in grades 4-8 participate in the President's Physical

Fitness Challenge Program. Our annual Sock Hop and Field Day activities are student favorites. These fun-filled days of dance, bowling, and games bring to life the value of physical fitness.

Foreign Language

STM is in compliance with the program's foreign language requirements. The major goal of the Spanish program is to develop the students' ability to understand and respond to basic conversational Spanish and deepen their appreciation of Spanish culture. Through listening, speaking, and reading, students develop positive attitudes and excitement about learning Spanish. They translate and interpret written and spoken communication on topics including months, days, weather, colors, numbers, time, and basic Spanish culture. Elements of the Catholic faith tradition are also integrated through prayer and song.

Technology

Understanding the widespread use of technology in today's society and the need to be proficient, STM's computer application curriculum focuses on integrated skills. Younger students engage in word processing and keyboarding skills. Students in upper grades benefit from the application of Microsoft programs. They learn to use basic skills acquired in one program and build upon these skills when using other programs. Furthermore, they learn how to select appropriate programs to present desired information. Students enjoy learning through interactive websites such as BrainPOP, Scholastic's whiteboard activities page, and virtual math manipulatives. Technology is integrated throughout the curriculum with the use of videos, Activboards, televisions, document cameras, laptop carts, iPads, and two computer labs.

3. Instructional Methods and Interventions:

STM strives to meet the diverse needs of students by implementing a variety of classroom strategies to ensure academic growth and success. Project based instruction, cooperative learning, hands-on activities, differentiated instruction, and technology based learning allows teachers to employ challenging, engaging, and intentional instruction.

The use of cooperative learning is vital to instruction because of its positive effect on academic achievement and its value in building critical thinking skills. Students in primary grades work in partnership to master math facts, create presentations on geographical terrains, or design an intricate mosaic of Jesus' nativity. In upper grades, students collaborate to create a futuristic city, complete lab explorations, or peer-edit research reports. Cooperative learning allows students to experience firsthand the value of teamwork.

Differentiated instruction underlies many STM teaching practices. Teachers incorporate one-on-one coaching, flexible grouping, thinking maps, and cross-disciplinary activities to meet the needs of students' intelligences. Across grade levels, graphic organizers are also employed to present material for kinesthetic learners. Early learners work individually with teachers or resource specialists to reinforce phonemic awareness and comprehension skills and 6th grade students are introduced to leveled grammar activities called grammar grids.

Understanding that pedagogy is a constantly evolving process, technology has become an integral curriculum tool. STM teachers use computers, iPads, laptop carts, and the school's two project labs to facilitate student learning. Younger students use ConnectEd to reinforce reading skills and virtual math manipulatives to explore concepts including addition, subtraction, and place value. Students in intermediate grades enjoy learning through the interactive websites Google Story Builder, Flipboard, and Storybird. Across grade levels, presentation and spreadsheet software is used to create graphs, charts, and reports. Interdisciplinary projects help students improve research and presentation skills as evidenced in the 7th grade English "Who Am I" collages and 2nd grade science "Habitat Project."

Hands on-learning occurs across grade levels. Whether it is as unassuming as 3rd grade's "shaving cream" spelling or more complex as 6th grade lab exercises on mass and density, or junior high math classes calculating areas of the campus, these lessons leave lasting positive impressions on our students.

The needs of identified at-risk students are addressed through the Individual Needs Committee. In cooperation with parents, Minor Adjustment Plans are implemented for those with social/educational evaluations. A tiered approach is taken for student instruction where needed. INC students' progress is reviewed on a regular basis with counselors and teachers. STM's consistently high achievement test results can be attributed to the effectiveness of teacher instruction and student intervention strategies.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

STM understands that assessment of student learning is vital to pedagogically sound instruction. Upon receipt of Terra Nova assessment information, administrators meet with grade level teachers and vertical subject area teams to analyze test scores and student performance. In reviewing this data, teachers discuss the effectiveness of subject area content, value of skills measured through various assessments, frequency of instruction (spiraling) as sufficient for content and skill mastery, extent to which "best practices" and research-based instructional strategies are used, and the need for additional professional development.

Following this review of data, teachers collaborate to make well-informed decisions regarding instructional changes. Adjustments in planning are conscientiously implemented to guarantee a sequential, cohesive curriculum.

STM utilizes other methods of assessment to evaluate student performance including STAR Testing, IXL Math, and web-based programs. Teachers use these results to incorporate appropriate interventions, curriculum adjustments, and careful placement of students in academic groups. Formative assessments are utilized to monitor student learning and identify specific areas that need immediate attention. Classroom tests, capstone projects, and portfolios assess designated standards and benchmarks.

Parents receive their child's Terra Nova scores and STAR reports annually. Student conferences are coordinated through the guidance office to review assessment reports, quarterly report cards, and progress reports. Teachers post pertinent classroom information and weekly grades to Edline.

Parents and community stakeholders are provided school-wide performance data at STM's Back-to-School Nights, Open House, Pastoral Council, and through official school publications. The School Advisory Board uses this information annually for strategic planning.

We notice STM Asian early learners often experience difficulty in reading. Most of these students reside in homes where English is rarely spoken. Teachers and reading specialists help students adapt to the classroom through cooperative learning groups, peer tutoring, and variance in content presentation. These instructional techniques have proven to be effective in bridging the learning gap. Upon graduation from STM, the disparity in test scores is no longer statistically significant. There is no academic inconsistency for Asian students in math.

Thoughtful analysis of test data is used to align the curriculum to state standards and set grade level goals and benchmarks ensuring that high levels of academic achievement are maintained. Consequently, teachers incorporate rigorous and relevant instructional methods to target higher order thinking skills. Teachers use best practices, research-based methods, and technology to maximize learning especially in reading, writing, and math. Engaged learning strategies, project based instruction, and student encouragement contribute to STM's academic excellence.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

STM administrators and faculty members begin each year by creating a shared vision of the school which fosters the qualities espoused by our patron, St. Thomas More, including a positive school climate where students and teachers are valued and respected, an environment that supports compassion, honesty, leadership and service within our school and local community, and a school community that supports each other socially, emotionally and academically.

To help achieve this mission, STM utilizes God’s Invitation For Teaching Saints classroom management system. G.I.F.T.S. is based on the Boys Town Model and champions a philosophy that believes children are “taught the appropriate way to behave in school and life situations.” This program upholds the dignity of the individual while providing an atmosphere conducive to learning.

On the first day of class, students are introduced to the theme of the year as selected by our 8th grade students. This year’s theme, “We Are One Body in Christ,” is interwoven into retreats, prayer, school masses, and student activities. Planned parental events that forge the bond between home and school and support the school’s mission include the Father/Daughter Dance, Mother/Son Movie Night and Father/Son Banquet. STM also sponsors programs that motivate and encourage students to excel academically and emotionally such as the Quarterly Principal’s List Parties to recognize honor roll students, “Catch Them Being Good” incentives to recognize outstanding conduct, Prayer Partner’s Program which gives older students opportunities to mentor younger students while modeling leadership and prayerfulness, AR Store and free dress incentives to celebrate reading milestones, and Library Story Nights where faculty and middle school students perform stories for lower grade students.

Service to others is a basic pillar of STM. Students and teachers participate in monthly service projects where money and personal items are collected for missions, the Angel Tree Program, and St. Vincent de Paul’s homeless shelter and pharmacy.

Various opportunities for professional and emotional growth are offered to the faculty including book studies, arts and crafts classes, cookie swaps, pot-luck lunches, and exercise classes. Special care is given to new faculty members through mentoring and monthly meetings. Annual faculty retreats and seasonal prayer services provide time for faith formation while weekly grade level meetings offer opportunities for team growth and support. Having a vast background of gifts and talents, our exemplary teachers work with administrators to develop school policies and programs and lead critical standing committees on safety and school improvement.

2. Engaging Families and Community:

STM Catholic School recognizes the need to build and foster an educational community of students, faculty, and parents to create a genuine culture that supports student success and school improvement. This valued collaboration among stakeholders is evident through the dedicated support of our School Advisory Board, Home and School Association, Men’s Club, and Women’s Ministry.

Building strong and lasting relationships with parents is also integral to our school’s success. Administrators and faculty regularly communicate volunteer opportunities and promote participation. Parents, former parents, and grandparents are often visible around campus and generously volunteer hundreds of service hours. They serve as coaches, scout leaders, room mothers and assist teachers in organizing special academic days. Parent volunteers graciously facilitate lessons that promote faith development through our "Come Lord Jesus" program for 8th graders. They also share their time and talents at grade level retreats and our parish festival.

Special events that encourage strong relationships between home and school include the Father and Son Banquet, Mother and Daughter Fiesta, Father and Daughter Dance, STM Golf Tournament, and

Grandparents' Day. Our Grandparents' Day celebration spans three days because of the large number of grandparents who visit our campus and participate in fun activities beginning with brunch. The Talent show is an annual STM tradition. Both students and faculty showcase individual talents through song, dance, or drama.

Community partnerships exist with Exxon/Mobile, Raising Cane's, Target, Winn Dixie, Baton Rouge Metro and Louisiana State Police, local dentists, veterinarians, firemen, and TV news personalities. These area leaders provide materials and classroom instruction, support educational programs, and share their expertise on a variety of topics including weather, coastal erosion, and internet, fire, and Halloween safety. As part of STM's "Give Back to our Community" philosophy, faculty and students participate annually in service projects such as the St. Jude Walk, St. Vincent de Paul Manna Givers, Sweet Dreams Mother/Child Shelter, and Feed a Family food drive. A new community endeavor is the "STM Garden." This student managed project cultivates vegetables that are donated to the Sisters of Charity for use in their community outreach work.

Open communication is paramount in maintaining strong relationships and family involvement at STM. Parents provide input and feedback through meet and greet coffee socials with the principal. Edline, email, parent broadcasts, our Eagles' Wings newsletter, the Parent/Student handbook, and our school's recently updated website handily disseminate pertinent information. School wide conference days and individually scheduled conferences provide opportunities to discuss students' educational achievements and collaborate on ways to ensure quality educational support for all students.

3. Professional Development:

At STM, we espouse the philosophy of "continuous and lifelong learning" for administrators, faculty and staff. Our school year begins with faculty professional development days. A task of orientation is to analyze standardized academic and religious education achievement data to target essential areas for future professional development. This year, teachers identified increased rigor and relevance of instruction within the core curriculum as an area of focus. STM teachers and administrators network with diocesan colleagues and attend local and national workshops on Effective Writing Strategies, Creative Comprehension, Kagan Learning and Math Vertical Teams to support this effort.

Professional development continues with the Diocesan Educators Conference. This day offers opportunities for teachers to attend sessions on conferencing skills, parent relations, and current trends in instruction. Several STM teachers facilitated presentations at this conference on the topics of bullying, conferencing techniques, and algebraic teaching methods.

Teachers' attendance at national professional conferences such as the National Catholic Educators Association Conference, NCTM Conference, Model Schools Conference, Reader's Workshop, and LaCue Technology Conference support the school's efforts to implement innovative strategies and creative uses of technology in classroom instruction. Through Open Lab sessions, teachers receive training on the use of Activboard software, EdLine, IXL Math, Carnegie Math, Discovery Streaming, and other grade level needs.

Administrators and faculty members engage in continuous learning through diocesan retreats, summer institutes, and professional development opportunities such as Visible Learning and Rigor, Relevance and Relationships. These approaches foster the belief that teachers make the greatest impact when they evaluate their effect on student learning and adjust teaching methods accordingly. Faculty meetings are used to discuss ways in which teachers can apply these principles in the classroom setting. Additional meetings are used to review non-fiction and primary source document analysis, investigate Visual Learning Effective Feedback, evaluate the AdvancEd faculty self-study, and discuss the implementation of school safety procedures.

On staff is a curriculum specialist to guide teachers in the development of curriculum maps and instructional units. STM's guidance team attends conferences and training on standardized testing, working with the exceptional child, crisis intervention, and child protection. Semester faculty luncheons

are held for teachers on rotating topics ranging from faith development and classroom intervention strategies to personal financial planning. New programs at STM include faculty book studies and the Teachers Observing Teachers Program. All of these opportunities create an environment where teachers feel valued and supported and experience personal, professional, and spiritual growth.

4. School Leadership:

St. Thomas More, a parochial school within the Diocese of Baton Rouge and the State of Louisiana, follows all policies and procedures as outlined by these entities. The leadership framework of STM consists of an experienced and collaborative team whose fundamental responsibility is to uphold the school's mission. The current principal has been a STM parishioner for over 30 years and principal for the past 11 years. She oversees the day-to-day fiscal operations of the school while ensuring that careful and thoughtful instructional planning takes place. The principal is directly responsible for hiring and supervision of all school personnel, finance, development, and facility maintenance. As a result of her dedicated financial planning, two building annexes have been added to the campus and plans are underway to renovate the school's gym. The principal is easily accessible to faculty, students, and stakeholders. She has been recognized locally and within the diocese for her outstanding contributions to Catholic education.

An assistant principal and administrative assistant complete the leadership team at STM. Together, they support the principal in the areas of teacher supervision, scheduling, discipline, completion of school records and reports, and textbook acquisition. The administrators oversee curriculum and instruction and the recruitment and retention of premier faculty. The successful STM nursery initiative which provides on-site daycare is another example of the administrators' dedication to its employees.

The administrative team conducts formal observations of teachers and continuous, documented walk-through classroom observations to provide feedback to teachers in areas of instructional strategies, classroom management, student engagement, and use of technology. Classroom visits are designed to review current academic programs, ensure instruction congruent with curriculum maps and instructional units, and facilitate student learning.

The STM School Board is a diversified team of elected and appointed business leaders, parishioners, and former and current parents who endorse the school's mission. It serves in an advisory capacity to the STM pastor, pastors of surrounding parishes, and principal to develop strategic school improvement goals. Active committees of the board include facilities, finance, strategic planning, and parent participation.

The religious education coordinator works with the principal and pastor to manage religious education programs and grade level retreats. The school improvement committee consists of teachers from varied grade levels. They examine and update policies and safety procedures and advise the administration regarding school-wide issues. All school leaders work in unison to ensure the shared mission of "continuing the legacy of excellence in religious and academic education in a nurturing environment that fosters self-discipline".

PART VI * INDICATORS OF ACADEMIC SUCESS

Reflective practice is defined as the “capacity to reflect on action so as to engage in a process of continuous and purposeful learning.” Utilizing this practice of thoughtful and careful reflection is perhaps the one tool that STM utilizes that makes the school so successful. Because there are so many challenges in finding opportunities to reflect and process information, teachers engage in regular and varied meetings throughout the school year to employ this methodical, reflective process to analyze student performance data, teaching strategies, curriculum maps, and instructional units. Through meaningful reflection and analysis, teachers are better able to build upon the existing curriculum and sustain current student success.

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? \$6166
(School budget divided by enrollment)

4. What is the average financial aid per student? \$128

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 3%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>3rd Edition Terra Nova</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	79
Number of students tested	79
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	87
Number of students tested	12
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>3rd Edition Terra Nova</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	71
Number of students tested	68
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>3rd Edition Terra Nova</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	73
Number of students tested	86
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	74
Number of students tested	21
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>3rd Edition Terra Nova</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	73
Number of students tested	95
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	82
Number of students tested	11
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>3rd Edition Terra Nova</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	76
Number of students tested	89
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	74
Number of students tested	17
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>3rd Edition Terra Nova</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	82
Number of students tested	87
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>3rd Edition Terra Nova</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	77
Number of students tested	79
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	68
Number of students tested	12
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>3rd Edition Terra Nova</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	72
Number of students tested	66
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>3rd Edition Terra Nova</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	74
Number of students tested	86
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	62
Number of students tested	21
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>3rd Edition Terra Nova</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	76
Number of students tested	95
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	78
Number of students tested	11
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>3rd Edition Terra Nova</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	76
Number of students tested	89
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	71
Number of students tested	17
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>3rd Edition Terra Nova</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	85
Number of students tested	87
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: