U.S. Department of Education
2018 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. Cornelius G. Begley
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Leo the Great School
(As it should appear in the official records)

School Mailing Address 550 Newman Springs Road
(If address is P.O. Box, also include street address.)

Lincroft   NJ   07738-1698
City   State   Zip Code+4 (9 digits total)

County Monmouth

Telephone (732) 741-3133   Fax (732) 741-2241
Web site/URL

om   http://www.saintleothegreatschool.c   E-mail stleoprincipal@saintleothegreatschool.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.

_____Date_____
(Principal's Signature)

Name of Superintendent*Mrs. JoAnn Tier   E-mail jtier@Dioceseoftrenton.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Trenton   Tel.   (609) 406-7400
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. Ronald Gentile
(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

1. 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. 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. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.

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 2012 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: 2013, 2014, 2015, 2016, or 2017.

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 has not been identified by the state as "persistently dangerous" within the last two years.

9. 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.

10. 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.

11. 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.

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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

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

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

                                          0 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
   [X] Suburban
   [ ] Rural or small city/town

3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	33	32	65
K	22	28	50
1	30	33	63
2	34	26	60
3	34	30	64
4	32	38	70
5	32	32	64
6	32	26	58
7	26	24	50
8	31	31	62
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	306	300	606

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
   the school: 0 % Asian
                                       1 % Black or African American
                                       2 % Hispanic or Latino
                                       0 % Native Hawaiian or Other Pacific Islander
                                      91 % White
                                       6 % 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 2016 – 2017 school year: <01%

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 *to* the school after October 1, 2016 until the end of the 2016-2017 school year	1
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2016	616
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<01

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

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

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

   Total number students who qualify: 0

8. Students receiving special education services: <u>12</u> %

                                                                        <u>75</u> 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>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> Developmentally Delayed	<u>40</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: <u>5</u>

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	3
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.	21
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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   <u>19:1</u>

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	96%	96%	96%	96%	96%
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 2017.

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 <u>X</u>   No

    If yes, select the year in which your school received the award. <u>2012</u>

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

Students are inspired to achieve the highest standards in intellectual achievement through instruction that allows for individual differences and learning styles, and through their active participation in the learning process.

PART III – SUMMARY

Located in Lincroft, New Jersey, Saint Leo the Great School is under the direction of the Diocese of Trenton. The school is one of the many ministries of Saint Leo the Great Parish. More than 50 years ago, the Sisters of Saint Francis of Glen Riddle, Pennsylvania committed to providing teaching sisters to the school and in September of 1960, Saint Leo the Great School was instituted with a faculty of five and 201 students. Presently, Saint Leo the Great School has a teaching staff of 64 who serve 606 students in preschool through eighth grade.

Founded on the teachings of the Roman Catholic Church, Saint Leo the Great School continues its sacred mission of guiding youth toward Gospel values. Students entrusted to our care are charged with the responsibility of living the Gospel of Jesus Christ through spiritual, educational, social, and athletic activities. We believe that every student has the potential to lead with compassion, learn with commitment, and act with courage. We are certain that the students of Saint Leo the Great School will be active participants in their commitment to God, kindness to each other, and pursuit of knowledge.

Saint Leo the Great School was built on a strong foundation that provides 21st Century learning while still retaining its traditions. This competitive, complex, and challenging responsibility is especially true in a school that serves students in preschool through eighth grade, within a geographical area that has many high achieving schools and family expectations of success.

Personal success is at the core of every student's educational experience. At Saint Leo the Great School, students are driven to achieve the highest standards in intellectual development, and teachers are motivated to assist them in this endeavor. Under the guidance of the Principal, focus is placed on enabling each student to achieve his/her best and on providing the tools to make this happen. Technology plays a huge part in this strategy and is now fully integrated into the daily learning experiences of our students. Next generation interactive whiteboards are commonplace in all the classrooms at Saint Leo's, enabling children of all ages, and abilities, the opportunity for varied, multisensory, hands-on learning experiences. iPads, equipped with curriculum based apps, bring reading and math lessons to life, and ActiVote "eggs" change the assessment process to allow teachers to take real time polls and to assess real time progress. A 1:1 Technology Initiative was undertaken in our middle school. Students in grades six to eight are now issued Microsoft Surface tablets for use in the classroom and continued use at home. These tablets allow teachers to differentiate everything from access to content, to presentation of information. More importantly, teachers become the facilitators of knowledge, placing the learning process more actively into the hands of their students and motivating them to take more control over the process.

Scheduling has also been modified to enhance the learning experiences of our middle school students. Our current 60 minute blocks of instruction offer the beneficial opportunities of more time-on-task, and flexible, productive learning environments. This scheduling provides time for our Character Development Program and an elective block so that our students can increase their knowledge or discover new interests. In addition, giving students choices when choosing their electives keeps them engaged and motivated to contribute to and participate in the learning process. Elective periods for Language Arts and Math allow students the time to extend learning for either enrichment or remediation purposes. Electives, such as Improvisation, Cooking, Science, and Mock Trial, provide opportunities for finding new talents and passions.

It has been an honor to be recognized as a 2012 Blue Ribbon School of Excellence. In a community where success is a standard and opportunities for acquiring a quality education are abundant, the Blue Ribbon recognition has confirmed our reputation as a high performing school. The addition of the Blue Ribbon Award to our already solid education record has undoubtedly contributed to the waiting list of 24 students for admittance into our school and our continued growth in enrollment, especially at a time when many Catholic Schools in our area are closing.

The Blue Ribbon recognition has encouraged outside communities to take a closer look at our school. It has also compelled us to take a closer look at ourselves and at the qualities that have afforded us this honor. We

continue to develop strategies to help us maintain our success. Improvements such as increased classrooms, smaller class sizes, expanded technology, and specialized staff, as well as continuing opportunities for professional growth, show the vision of a strong school leadership team that is committed to providing a focus on learning and high expectations for all students to achieve success.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

The school's curriculum is comprehensively designed and includes the core subjects (Reading/English Language Arts, Mathematics, Science, and Social Studies/History) as well as enrichment subjects (Art, Physical Education, Foreign Language, Technology/Library, Character Education, and Religion.) Our school follows curriculum guidelines developed by the Diocese of Trenton. The New Jersey Student Learning Standards are automatically linked to lesson plans through the web-based program, OnCourse, which also produces graphical curriculum maps.

1) Reading/English Language Arts:
Our Language Arts/Reading program in kindergarten through third grade utilizes the Pearson reading program. This program has many components including leveled reading, phonics, writing, and spelling. The various forms of instruction enhance student efficiency in comprehension and grammar, and provide opportunities for students to further develop Language Arts/Reading skills. The scope and sequence help to continually reinforce comprehension skills and the writing component focuses on all the various types of writing from explanatory to narrative.

Fourth graders learn comprehension strategies through literary and expository texts. Using a novel based approach, fourth graders learn characterization, setting/plot, fact/opinion, cause/effect, compare/contrast, and inferences/author's purpose.

Our middle school's focus is based on interpretation of text through various genres. Vocabulary, grammar, and writing are woven together with speaking and listening skills. Cross curriculum activities include blogging, the use of social media, and interactive web sites.

The primary goal of our Language Arts/Reading program is to create students with a higher order thinking capability.

2) Mathematics:
Our Mathematics curriculum emphasizes conceptual over rote learning.

The first through third grade curriculum challenges and engages students. Essential questions deepen student understanding to expand their prior knowledge. Instruction fosters continued learning that builds from teacher modeling, to guided practice, and ultimately to independent practice.

The fourth grade curriculum actively engages our students in establishing a strong math foundation while honing student abilities in multi-digit multiplication, long division, fractions, algebraic equations, angles and geometry, with a strong emphasis on word problems.

The fifth through eighth grade curriculum builds on this previous foundation, strengthening concepts in problem solving, number operations, patterns, data and probability, measurement and statistics, geometry, and algebra.

Strategies such as Curriculum Based Probes in computation, computer software games, and concrete experiences in math are used. Courses at all levels involve critical thinking, problem solving, cooperative learning, and real-life applications of the material being presented.

Beginning in the sixth grade, an accelerated Math track is offered. For those with the ability to continue at this pace, the accelerated eighth grade course is a high school level Algebra I course. This includes a comprehensive study of polynomials, solving and graphing linear equations and inequalities, quadratic equations, and rational and irrational numbers. The expectation for students in this accelerated program is for them to place into Geometry I or Algebra II as high school freshmen.

3) Science:
Our Science program uses a hands-on approach to science inquiry and application. The curriculum for kindergarten through seventh grade includes lessons in life, earth, and physical science. Eighth graders are introduced to biology. All classrooms use interactive whiteboard technology to provide stimulating, digital lessons. The science program is enhanced with a fully equipped science lab directed by a science teacher who promotes active learning by coordinating lessons with grade level teachers from kindergarten through fifth grade to heighten core curriculum standards. These students prepare age appropriate lab reports.

Middle school science teachers provide their own experiments in the lab using the scientific method and formal lab reports. These students conduct advanced labs pertaining to dissections. Middle school also offers a look at current science issues through STEAM current event reports, periodicals, and the internet. A Science Club which creates engaging STEAM projects is also available for middle school students.

Additionally, Saint Leo's has introduced a STEAM based curriculum for preschool to fourth grade conducted by specialized teachers.

The Science program provides an in-depth curriculum that promotes student-centered practice, real life experiences and the acquisition of skills.

4) Social Studies/History:
Our Social Studies curriculum has recurring themes of democratic citizenship and an understanding of historical concepts. Students are expected to maintain a core body of knowledge of historical and geographical concepts while developing critical thinking skills. With this, students are able to have a deeper understanding of laws, traditions, and governments in a global society. Traditional methods and tools, such as textbooks, maps, and research are utilized in addition to the use of technology such as Microsoft Surface tablets, interactive whiteboards, and the internet. These tools provide a background for higher level thinking and the development of metacognition in terms of the world in which the students live.

5) Preschool:
Saint Leo's Preschool provides children with the opportunity to grow and develop physically, emotionally, socially, cognitively, and spiritually. Each classroom provides an environment that encourages a child's natural curiosity to learn through doing and investigating. Teacher planned activities allow for the development and improvement of readiness skills, which will help prepare the children for future educational experiences. Skills emphasized throughout the year include fine and gross motor skills, listening skills, sequencing, letter and number recognition, colors, shapes, rhyming, opposites, verbal expression, problem solving, and character building. Feedback from parents and teachers indicates that our preschoolers are well prepared for a successful school experience. Progress through our elementary Diocesan Curriculum indicates that our students are well prepared to comprehend broader language and math concepts, as well as to embrace the social and emotional demands of school.

2. Other Curriculum Areas:

1) Art:
Our Art Curriculum is designed to provide a foundation in which artistic skills are increased on a sequential basis, promoting original creation and self-expression. Students in grades kindergarten through eighth are exposed to a variety of mediums and activities which allow them to explore basic elements of art, principles of design, and an introduction to the Masters. Students in grades one to five attend Art class once a week. Students in grades six to eight attend class one trimester a year, three times a week. Our program supports an intra-curricular philosophy involving other subjects such as Math, Social Studies, Language Arts and STEAM.

2) Physical Education/Health/Nutrition:
Our Physical Education Curriculum is designed to assist in the development of students who are physically, mentally, emotionally, and socially well-adjusted individuals. Through varied activities, our department provides challenging experiences in meaningful movement, self-expression, physical well-being, knowledge and techniques of sport activities, and sportsmanship. From kindergarten through eighth grade, Physical

Education classes provide a positive experience in a variety of activities that includes proven concepts of wellness and fitness. Students in grades one to five attend gym class once a week. Students in grades six to eight attend gym one trimester a year, up to three times a week.

"Adventures in Movement," our Early Childhood tumble class, is designed to provide movement for both the physical and intellectual growth of young children in a place of positivity and fun. Children learn, play, and practice through both fine and gross motor activities. Life skills, such as following directions, taking turns, and teamwork are taught through cooperative play. All are developmentally age appropriate activities designed to formulate a young child's mind for learning throughout the school year.

3) Foreign Language:
Saint Leo the Great School is in compliance with the Blue Ribbon Program's foreign language requirement.

Saint Leo's offers a dynamic Spanish Language Department, encouraging the love of world language from preschool through eighth grade. Students in grades preschool to five attend Spanish class once a week. Students in grades six to eight attend class up to three times a week. Acquisition of and communication in the Spanish language are fortified through the consistent practice of reading, writing, speaking, and listening to Spanish at all grade levels. Spanish grammar, culture, history, and geography assist students toward fluency and a successful transition to high school where many of our students go directly into Spanish II.

4) Technology/Library:
Students in first to fifth grades attend Computer Technology class once a week. Students in grades sixth to eighth grades attend class one trimester a year, up to three times a week. Students are instructed in computer and internet basics, such as word processing, spreadsheets, and multimedia presentation using various tools and expanding on previously learned skills. All grades focus on proper keyboarding techniques and use of computer hardware. Students in all grade levels discuss internet safety and digital citizenship. Middle school students learn more advanced computer skills, such as 3D design, digital video editing, and coding.

Children in preschool through fifth grade attend library on a weekly basis. Our Preschool curriculum is supported by story time, hands-on activities, and use of audiovisual material, websites, and movement. Students in kindergarten through fifth grade are taught library skills which include library manners, genres of literature, and Dewey Decimal Classification.

During both Computer and Library classes, lessons from other subject areas provide a cross-curricular educational experience. For example, students learning about other cultures in Social Studies class will use technology in computer class or research during their library period to learn and experience more about that culture.

5) Character Education:
Saint Leo the Great School community has embraced and is engaged in an endeavor to help students build strong character and interpersonal relationships in an age of decreased tolerance and acceptance. The daily lessons of our character education journey include the use of Scripture, The Positivity Project, and Diocesan Curriculum guidelines, to enable all students to see that character is not just behavior but an intrinsic part of each of us.

6) Religion:
Our Religion Curriculum provides a daily framework for the formation of faith for our students from preschool through eighth grade. The purpose of the curriculum is to provide a comprehensive knowledge of our faith, and to lead all students to a love of God and an active participation within the Catholic Church. Opportunities to share our faith are embraced by the whole school. For example, Prayer Services are led by our kindergarten and first grade students to celebrate Thanksgiving and Christmas. Our third graders help to end world hunger and poverty by facilitating a fund raiser for Heifer International, while our second graders make rosary beads to distribute to area nursing homes, and students in grades preschool through eight share holiday greetings with their "senior pen pals" from our parish, all students are helped to recognize and understand that each of us is called to love, forgive, and serve others as Christ did.

3. Instructional Methods, Interventions, and Assessments:

Saint Leo the Great School utilizes many instructional methods to ensure student success including active learning and differentiated instruction. Teachers motivate students by creating exciting activities. Brainstorming is frequently used to arouse interest in learning. Students often enter cooperative learning groups to share ideas on a particular topic. This makes students active participants, creating greater student interest and ensuring high levels of achievement.

Teachers adjust lessons to ensure they reach everyone in class because every student has an individual learning style. While the same lesson is taught to all students, it is approached differently for different learning styles. Teachers design activities to provides their students with opportunities to master educational goals and objectives.

An analysis of standardized test scores and teacher made assessments is utilized to improve student performance. The data is studied, and teachers present lessons that are rehabilitative if necessary. Interventions such as small group or individualized instruction can be used to enhance learning and augment a concept that has been taught, either for remedial purposes or to heighten the knowledge of the more skilled student.

Students who struggle to perform well academically have opportunity for improvement through after school teacher assistance, in class support by MOESC (a public, non-profit agency which provides educational programs for schools with students with special needs) and other school resources such as our FLEX program. This program is designed to assist second and third grade students who are struggling in Language Arts. Through individualized and differentiated instruction in a smaller classroom setting students gain confidence to master grade level skills and concepts.

There is not an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of any subgroup. If there were, Saint Leo the Great School faculty would assess the problem, identify the reasons for the achievement gap, and use methods of strengthening learning skills.

To maintain our status as a high performing school, Saint Leo the Great strives to ensure that all students have every opportunity to succeed. We provide an ambitious and rigorous course of study and teachers are viewed as having high expectations of all students. Our children feel safe and supported in this learning environment. Collaboration among Administration, Faculty, and Parents advances a vision of academic success. The Administration and Faculty follow the Diocesan Curriculum guides and utilize them as stepping stones to academic success. Professional development is promoted in relation to the strengths and challenges of the students and the academic programs. Finally, effective leadership enables teachers to strive for continued status as a high performing school.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Saint Leo the Great School, we possess a culture which strongly believes in the ability of all students to be successful, however that success is individually defined. We believe that it is also the obligation of those who provide their care to make available the resources and opportunities for academic, social, spiritual, and emotional growth. The strong collaborative relationship between the Principal, Faculty, and Parents makes the accomplishment of this belief possible.

Administrators and educators work together to create classrooms where students feel safe, connected, and engaged. Teachers, whose practices are valued and supported, become innovative providers of opportunities for authentic learning experiences, to both student and teacher satisfaction. These aspects of our school culture are evident throughout the school day. Firm in his belief that students thrive in smaller class sizes, our Principal worked closely with Parish Administrators to provide additional classroom space where 38 classrooms are now in use. The resulting smaller student/teacher ratio allows the teacher/paraprofessional team to provide both remediation and enrichment activities, and encourages positive teacher-student interactions that engage and motivate student achievement. Support services for those students identified with learning difficulties, provide an additional layer of support for students to progress at a pace that motivates them to experience success in skills being mastered by their peers. The introduction of 1:1 Technology into our middle school, provided through the generous and unwavering support of our parent community, provides teachers with the ability to teach and remediate through individualized and differentiated instruction. It also enables them to provide learning opportunities that allow students to be active participants in their own pursuit of knowledge.

Waiting lists for 24 students to join our school community speaks to a collective awareness that Saint Leo the Great School is a place where high academic outcomes are the norm and that the environment in which children are educated is positive, nurturing, safe and kind. Teachers are encouraged by Administration to grow professionally to create classroom environments that advance student learning. Parents are eager to become involved to further support the efforts of the entire school community.

2. Engaging Families and Community:

Saint Leo the Great School can count among its many successes its relationship with its families and community. Recognizing the importance of a strong parent-school-community partnership, Saint Leo the Great School strives to maintain a culture of transparency and connectivity, in which communication is crucial.

To communicate a feeling of family and ownership, the school year begins with a "Back to School Night" and an invitation to all our families to become involved. Parent-volunteers enrich and improve our students' school experience through coaching on the athletic fields, sharing their expertise in our weekly enrichment classes, and serving on the School Board, Athletic Association, or on the Parent Teacher Association. These many programs and activities, which enhance and enrich the educational lives of our students, are provided through the tireless efforts of all our parent-volunteers.

Safety and a sense of belonging is communicated in the daily routines of the Principal, Vice Principal, and Dean of the Middle School, as well as Staff, Student Ambassadors, and Student Council members. Present at the arrival and dismissal activities of the day, a smile and a helping hand convey the feeling of accessibility to administration and staff, and foster a relationship of trust for both students and parents alike.

Digital communication is the way in which many families connect with their world. Saint Leo the Great School is aware of this trend and has made great strides in making sure that today's busy family life doesn't preclude involvement in school life. A visit to the school's user-friendly website reveals an active school community. The weekly message from the school's Principal, along with tabs to access vital information

for parents and students, keeps everyone well informed of upcoming events and activities. The official Saint Leo the Great School Facebook page highlights our students' achievements and an automated School Messenger program keeps them connected through the means of their computers and cellphones. Teachers make information available on their individual teacher websites about daily activities and assignments, as well as links to enrichment sites and educational texts. Educators are also able to communicate information to families about assignments and grades through a Parent Portal. Teachers also make themselves available for individual, in-person parent conferences, should the need arise.

3. Professional Development:

Saint Leo the Great School's professional development approach is aimed at providing support to facilitate and promote our students' academic, social, spiritual and emotional growth and achievement. Whether Diocesan, building or community based, teachers and administrators seek resources for continued professional development which will keep them current on new research on how children learn. Teachers can become proficient in the use of emerging technology which will impact the classroom environment, and enable them to keep in touch with their students and their culture.

Based upon the Diocesan Curriculum, which is designed to educate our students for both academic and life-long success, our professional development activities strive to enhance and improve the opportunities for our students to achieve these standards. The introduction of more advanced technology into the classroom via next generation interactive whiteboards and 1:1 devices such as iPads and Microsoft Surfaces has created a need for an advanced understanding of how these devices are impacting the educational experiences of our students, both inside and outside the classroom. Administration and educators alike continue to update themselves on emerging technology tools for the classroom. Participation in product based, on-line seminars and workshops, as well as certifications in computer based educational applications ensures the integration of this technology into the classroom setting to both differentiate instruction and to keep students engaged in active, meaningful learning.

Saint Leo's professional development activities also encourage collaboration among its school members. Department, on-grade, and grade level meetings bring about topics of educational interest and concerns which require further investigation or review. The purchase of new technology throughout the school has prompted the need for a broader understanding of its use as a professional tool for education. Seminars for understanding and use of these products are extensively conducted. Teachers, who are more proficient in technology, conduct "workshops" to demonstrate and teach how the product can enhance the educational experience of our students, and ultimately ensure their continued academic success.

For students at Saint Leo the Great School, spiritual and social growth works hand in hand with academic success. All faculty and staff members are encouraged to deepen their faith journey through the on-line University of Notre Dame Religious Education Program. In-house professional development sessions provide support for a deeper understanding of our students with social and behavioral difficulties and to provide solutions to assist them in achieving their very best.

4. School Leadership:

Educational leaders are the foundation upon which educational communities function and grow. This is true at Saint Leo the Great School, where the leadership and guidance of the Principal creates an educational vision where the students, teachers, and whole school community, are invested in the challenging work of ensuring the individualized success of all our students.

Key to this success is the relationship which the Principal fosters among all members of the school community. At Saint Leo the Great School, students are encouraged to strive for personal success. Opportunities to develop and share their academic, athletic or personal talents are supported through many resources. The Principal strongly believes that smaller class sizes, various in-class support systems, and enrichment activities provide students with educational experiences that challenge and support their various learning styles. This has been the impetus for the creation of additional classrooms, now numbering 38, the hiring of specialized instructors, and a school schedule which allows time for both student enrichment and

remediation.

In addition, this vision, which sets high expectations for the success of all students, can only be realized if teachers feel supported in their efforts to bring new, innovative, and data driven resources into the classroom. Educational activities, such as one in which our middle school students collaborate with students in South America on a common literature assignment, can only be accomplished within an atmosphere of trust, and the Principal's encouragement to empower our educators to lead our students into areas where they feel supported and challenged to grow.

The success of the Saint Leo the Great School community would also not be possible without an understanding of the additional role that parents play in that success. Tied closely to this vision is the participation of our parent community in their children's educational experience. The Principal's close relationship with the school's Parent Teacher Association encourages the continued community and financial support of programs which enable the Principal's vision to be realized. Parent participation is welcomed on the ball fields and in the classrooms alike. As community professionals who share their expertise to enrich and to instruct, as coaches who share their time to model and to teach, or as parents who devote countless hours volunteering on behalf of our students, their participation in these activities allows them the opportunity to share in and to celebrate our students' many successes and accomplishments.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Bowell and Eison define Active Learning as "students doing things, and thinking about the things they are doing." For students at Saint Leo the Great School, that definition would also need to include "with great success." Active Learning is the one practice that has been most instrumental in our school's success. This practice has taken on many faces within our preschool to eighth grade learning environments, which is why it has been embraced so readily as a school-wide practice.

Evidence of students engaged in creative thinking can easily be observed in any classroom. A trip to our early childhood wing provides many opportunities to witness creative thinking at its best. Three, four, and five-year-olds can be observed actively involved in the learning process and in making sense of new concepts as they play with playdough to create the "letter of the day," or use the dress-up corner to recreate yesterday's trip to the fire house.

Our elementary classrooms provide evidence of students involved in higher-order thinking tasks which is related to metacognitive development. New concepts and information take on new meaning when students are given the opportunity to express their understanding in fresh or unique ways. The study of the rainforest habitat, a favorite third grade assignment, has become a major school event. Students now create power points instead of book reports. A play for family members that recreates the theme of a favorite rainforest story is now written and performed by the students with student created costumes and props.

Fun is not limited to the early childhood and elementary classrooms. A core element to the Active Learning practice is the students' activity and engagement in the learning process. Middle school math concepts take on a new meaning as students apply concepts to real world situations. For example, a seventh grade math project allows students to analyze and synthesize these concepts by managing a fictitious baseball team.

Our eighth graders are expressing ideas and exploring attitudes in a technology driven activity which pairs each student with a student from South America to discuss a project which both groups have been assigned. Not only are they discussing the assigned text, but they are listening to different ideas, expressed by students in different countries, sometimes even using their knowledge of the Spanish language to do so.

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 <u>X</u>   No

3. What is the educational cost per student? $<u>7216</u>
    (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>16</u>

5. What percentage of the annual budget is devoted to   <u>0</u>%
    scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
    scholarship assistance, including tuition reduction?   <u>2</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math   **Test:**   Terra Nova 3   **Grade:**   3
Edition/Publication Year: 2011   **Publisher:** CTB/McGraw-   **Scores are reported here**
                                                               Hill   **as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	77
Number of students tested	66
Percent of total students tested	100
Number of students alternatively assessed	0
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:

Subject: Math
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 4
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	64
Percent of total students tested	100
Number of students alternatively assessed	0
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:

Subject: Math   **Test:** Terra Nova 3   **Grade:** 5
Edition/Publication Year: 2011   **Publisher:** CTB/McGraw-Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	0
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:

Subject: Math   **Test:** Terra Nova 3   **Grade:** 6
Edition/Publication Year: 2011   **Publisher:** CTB/McGraw-Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	0
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:

Subject: Math   **Test:** Terra Nova 3   **Grade:** 7

Edition/Publication Year: 2011   **Publisher:** CTB/McGraw-Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	62
Percent of total students tested	100
Number of students alternatively assessed	0
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:

Subject: Math
Edition/Publication Year: 2011
Test: Terra Nova 3
Publisher: CTB/McGraw-Hill
Grade: 8
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
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:

Subject: Reading/ELA   **Test:** Terra Nova 3   **Grade:** 3
Edition/Publication Year: 2011   **Publisher:** CTB/McGraw-Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	66
Percent of total students tested	100
Number of students alternatively assessed	0
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:

Subject: Reading/ELA   **Test:** Terra Nova 3   **Grade:** 4
Edition/Publication Year: 2011   **Publisher:** CTB/McGraw-Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	64
Percent of total students tested	100
Number of students alternatively assessed	0
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:

Subject: Reading/ELA   **Test:** Terra Nova 3   **Grade:** 5
Edition/Publication Year: 2011   **Publisher:** CTB/McGraw-Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	0
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:

Subject: Reading/ELA   **Test:** Terra Nova 3   **Grade:** 6
Edition/Publication Year: 2011   **Publisher:** CTB/McGraw-Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	0
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:

Subject: Reading/ELA   **Test:** Terra Nova 3   **Grade:** 7
Edition/Publication Year: 2011   **Publisher:** CTB/McGraw-Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	62
Percent of total students tested	100
Number of students alternatively assessed	0
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:

Subject: Reading/ELA
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 8
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
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: