U.S. Department of Education
2015 National Blue Ribbon Schools Program

[ ] Public or [X] Non-public

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

Name of Principal Mrs. Karla Thielemier, M.S. Ed.
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St Vincent de Paul Catholic School
(As it should appear in the official records)

School Mailing Address 1315 West Cypress Street
(If address is P.O. Box, also include street address.)

City Rogers   State AR   Zip Code+4 (9 digits total) 72758-4118

County   Benton   State School Code Number*

Telephone 479-636-4421   Fax 479-636-5812

Web site/URL   http://www.svdpschool.net   E-mail thielemierk@svdpschool.net

Twitter Handle @SVdPSchool_NWA   Facebook Page https://www.facebook.com/svdpcatholicschool   Google+

YouTube/URL https://www.youtube.com/SVdPCatholicSchool   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 that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Mrs. Vernell Bowen   E-mail: vbowen@dolr.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Little Rock   Tel._____
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Meredith Haviland
(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 that it is accurate.

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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, Office for Civil Rights (OCR) requirements is 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 school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year 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 2008 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: 2009, 2010, 2011, 2012, or 2013.

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

All data are the most recent year available.

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:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 2 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total
PreK	10	11	21
K	17	22	39
1	17	19	36
2	17	19	36
3	17	19	36
4	19	13	32
5	19	15	34
6	16	27	43
7	18	15	33
8	13	15	28
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	163	175	338

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 6 % Asian
                                     2 % Black or African American
                                     20 % Hispanic or Latino
                                     0 % Native Hawaiian or Other Pacific Islander
                                     70 % White
                                     2 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 7%

    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, 2013 until the end of the school year	12
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the 2013-2014 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1	349
(5) Total transferred students in row (3) divided by total students in row (4)	0.069
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 19 %
                                                      67 Total number ELL
    Number of non-English languages represented: 12
    Specify non-English languages: Spanish, Portuguese, Indian-Teluga, Arabic, French, Thai, Filipino, Filipino-Visaya, Chinese, French Creole, Vietnamese, Indonesian

8. Students eligible for free/reduced-priced meals: 4 %

    Total number students who qualify: 12

9. Students receiving special education services: 11 %

    35 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 categories.

    4 Autism   0 Orthopedic Impairment
    0 Deafness   0 Other Health Impaired
    0 Deaf-Blindness   3 Specific Learning Disability
    5 Emotional Disturbance   19 Speech or Language Impairment
    1 Hearing Impairment   0 Traumatic Brain Injury
    0 Mental Retardation   0 Visual Impairment Including Blindness
    1 Multiple Disabilities   2 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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   18:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	98%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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 X

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

15. Please summarize your school mission in 25 words or less: St. Vincent de Paul Catholic School provides academic excellence in a Christian environment that instills Catholic principles and life-long values in Faith, Knowledge and Service.

PART III – SUMMARY

Founded in 1957, St. Vincent de Paul (SVdP) is a Pre-Kindergarten thru 8th Grade Catholic School in Rogers, Arkansas, which serves an increasingly diverse ethnic and international student population. SVdP is centrally located in Northwest Arkansas, currently forecasted to be the third fastest-growing economic area in the nation through 2020, and is seven miles from the home office of the world's largest retailer, Walmart. This growth has produced a major shift not only in the school's numbers, but in the diversity of the student population. Rogers, an area that was almost entirely white twenty years ago, is now 32% Hispanic. In addition, the number of families relocating to the area from other states and countries to work for Walmart or as a Walmart vendor continues to grow. SVdP students and their families are from all over the world – Argentina, Brazil, Chile, Dubai, Canada, India, Mexico, Spain, England, Cuba, Philippines, South Africa, Haiti, Nicaragua, Colombia, and Puerto Rico.

The original SVdP school facility was a parish hall and four classrooms that served 50 students in grades 1 thru 8. SVdP has expanded over the years to 22 classrooms, a library with over 12,200 books in its collection and 4,400 more dedicated to libraries in the classrooms, designated science lab, technology lab, music room, a full-size gymnasium and performance auditorium, cafeteria, large playgrounds, outdoor recreational area and classroom, school bus, and administrative offices that serve 338 students. SVdP students receive Title I, Speech, ESOL and other special services. Students of all race, color, disability, ethnicity and religion are welcome. 90% of the students are Catholic with 10% from other Christian backgrounds, 20% are Hispanic, 23% are from another country or have a parent from another country, and 19% live in a home where a language other than English is spoken. The church and school leadership endeavors to provide an affordable Catholic education to all who seek it through church subsidies and an Endowment and Adopt-a-Student Fund. This school year over $328,000 will be given in subsidies and tuition assistance. Only 20% of SVdP students will pay full tuition.

SVdP's staff consists of a principal, athletic director/physical education teacher, secretary, bookkeeper, 19 classroom teachers, one teacher assistant, a librarian and reading coordinator, a library skills instructor, music teacher, PK-5 technology teacher, Middle School technology teacher, Spanish teacher, and Title 1 teacher. A new position, Technology, Logistics, and Communications, was added this year to guide the school in its use of SMART Interactive Whiteboards in every classroom, its ongoing Google Apps for Education and 1v1 Chromebook Device initiative, the addition of Computer Science to each grade, and to create new website, phone application, and social media policies and presence.

SVdP is achieving Blue Ribbon excellence academically by successfully implementing strategies and programs that meet its diverse ethnic and geographic student population "where they are" through school wide use of Renaissance Place reading and math products. Specific learning progressions for each student lead to the creation of comprehensive personalized math/reading programs for all. Throughout this process students are encouraged and recognized at assemblies for individual growth at each milestone.

SVdP meets the students and their families "where they are" with the Family Mentorship Program. Each new family receives a mentor that talks with them throughout their first year and makes sure they feel welcomed and comfortable with their new surroundings. All Kindergarten students are paired with a sixth grader as Mass Buddies. They remain Mass Buddies each year until the eighth grade graduation where the (then) second graders serve as Honor Guards. Mass Buddies sit together during designated Masses and partner for special activities throughout the year.

All classes attend two to four field trips per year to such places as Crystal Bridges Museum of American Art, Walton Arts Center, and the Ozark Natural Science Center. Each class also participates in four to six on-campus learning experiences, such as the Food Pantry tour, World Experience Day, and a representative's visit from our sister parish in Haiti. Because SVdP is for PreK-8th grades, there are many opportunities through planned programs and activities for all grade levels to interact as performers and audience. These include musical performances, academic presentations, and athletic events.

SVdP is part of the St. Vincent de Paul Catholic Church Community. This community provides a Christ-centered atmosphere that enhances our school environment. Students participate in prayer and multiple ministries and service projects, receive daily instruction in religion, and attend Mass. During all-school Mass at the beginning of the year, eighth graders are commissioned to be leaders of the school, and each grade level asks the eighth graders to teach them something during the year, such as how to play fair, how to share, etc. The school is an extension of the family and seeks to develop young men and women of faith and endurance who have the courage to seek out truth through Faith, Knowledge and Service.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

SVdP is dedicated to helping every student achieve both Catholic and state standards by delivering a comprehensive aligned curriculum using both the Diocese of Little Rock's "In Spirit and Truth Curriculum Guide" for Pre-K thru 8 Catholic Schools and the Arkansas Education Curriculum Frameworks. These high standards of performance are clear and consistent at SVdP and the conditions for learning are modified and differentiated. As a result, SVdP students have met Blue Ribbon standards for each of the past five years as measured by scores on the Stanford Achievement Test, 10th Edition.

The SVdP reading curriculum develops lifelong, independent readers and exposes students to a variety of literature and genres. The foundation of SVdP's reading curriculum is the school-wide implementation of STAR Reading and Accelerated Reader (AR) to continually assess, interpret and apply data to improve individual student performance. Grades 1-8 participate in thirty minutes of sustained silent reading each day and take reading comprehension and vocabulary quizzes on completed library books. As students progress, different genre requirements are added: classics, historical fiction, Newbery Award winners, and more non-fiction titles. Students are recognized for achieving personalized reading goals at monthly all-school assemblies. Student book selections, reading groups, and interventions are personalized on the basis of the data collected and student-teacher interactions. Grades K-5 are instructed using MacMillan McGraw-Hill Treasures reading series and Grades K-3 receive weekly individualized phonics and writing practice in the computer lab. Novel studies begin in third grade. Grades 6-8 Literature combines novel studies and composition.

All SVdP teachers are reading and writing teachers and receive training on the Six Traits and Step-up to Writing Programs and the Accelerated Reader program. To improve writing throughout the school, grades 1-8 keep student writing portfolios and receive classroom principal visits during writing instruction with a review of rubrics and graded writing on a regular basis.

The focus of the SVdP math curriculum is on mastery of standards, math fact fluency, and problem-solving. The school-wide implementation of STAR Math and MathFacts in a Flash provides feedback on student learning progressions. Grades 1-5 are assigned individualized online math fact goals and Grades K-5 are assigned Mathletics, AAAMath and other online activities in the computer lab and at home to help them with standards mastery. Manipulatives are available in every classroom to advance concept learning, and relevant problem-solving is employed, particularly in grades 4-8. SVdP uses the common core aligned Houghton Mifflin Harcourt Go Math series with real world videos and tutorials in grades K-5 and the Holt McDougal series in grades 6-8. Grade 7 has two math levels, Mathematics 7 and Pre-Algebra, and two levels in grade 8, Pre-Algebra and Algebra. Daily class math instruction in grades 6-8 is recorded with SMART Notebook software and will be regularly made available to students and parents beginning in spring 2015 with a goal to expand to Grades 2-5 in the fall.

The SVdP Science curriculum has a strong inquiry-based component with a designated Science Lab for experiments and hands-on activities. SVdP uses the McGraw-Hill Science series in grades K-5 with equipment kits for hands-on science activities and the Glencoe series in grades 6-8. Each year students in grade 6 go to the Ozark Natural Science Center on an overnight field trip. The school has an annual Science Fair for grades 4-8 with winners advancing to the NW Arkansas Regional Science Fair. Over the past four years, SVdP has been a winner of the Grade 7-9 Division and a three-time winner of the Grade 5-6 Division. Three students were selected as overall winners of their grade level division. SVdP Middle School Science was a recipient of the GE Brightest Classroom grant in 2013.

SVdP uses the Harcourt series for Social Studies instruction in grades 1-6 and Glencoe in grades 7-8. Learning and assessment often consist of individual and group projects. Teaching is supported with field trips to the many museums in the area, videos from United Streaming, Catholic teachings on social justice, Veteran's Day activities, and visits from civic and community members. Each year, the SVdP campus is

transformed into a different country for a one-day immersion into its history and culture. SVdP receives yearly visits from religious or mission members from its sister school in Haiti.

SVdP includes a state-licensed pre-kindergarten that prepares 4 and 5 yr. olds for a successful transition to SVdP kindergarten. The curriculum is aligned with the Arkansas Framework Benchmarks, and the Arkansas Kindergarten Readiness Indicators Checklist is used as an evaluation tool. In addition to benchmark standards, SVdP Pre-K students receive religious, computer, and Spanish instruction. Early intervention testing and services are provided in cooperation with Northwest Arkansas Education Service Cooperative. SVdP Pre-K student performance on the kindergarten readiness checklist exceeds that of students entering SVdP kindergarten from other early childhood programs.

2. Other Curriculum Areas:

SVdP believes students need the digital tools to develop advanced critical thinking, collaboration, and information literacy skills. To that end, SVdP has added computer coding as a subject in all grade levels, extended the use of Google Apps for Education and Google Classroom to all grade levels, and furthered the school's goal to provide a device for each student with a large Chromebook Yoga roll-out beginning in spring 2015. Chromebook Yoga functions as both a tablet and a laptop device.

SVdP students in grades K-5 students receive 60-90 minutes of instruction in the computer lab each week. Students use the lab to research, write, create and collaborate, and complete personalized standards mastery and computer science activities. Grades 4-5 receive keyboarding instruction. Most lab activities extend into the classroom using SMARTBoard activities, NEO 2s and classroom desktop computers, and student-owned devices. MathFacts, Mathletics, TypingMaster, and Google Apps are available to students at home. Grades 6-8 engage in a personalized, self-paced instruction program where students advance through competency-based assessment in: keyboarding proficiency; MS Office, Prezi, and computer science; and group instruction on: Gmail, Google Classroom, Google Apps and collaboration, wiki, digital citizenship, and Internet and social network safety.

The performance and visual arts at SVdP improve student confidence in public performance and communication skills, provide an outlet for self-expression, and develop students' artistic talents. All SVdP students participate in at least one dramatic and musical performance each year and regularly engage in visual arts and expression through hands-on art activities in the classroom, digital art expression in the computer lab, and art class elective opportunities. SVdP has a designated music classroom, a performance stage, and a newly purchased sound system. Grades K-5 receive music instruction twice weekly for a total of 60 minutes, and grades 6-8 receive 90 minutes of either Band or Choir. During third quarter only, one Choir class per week changes to drama instruction. Students regularly perform at school events, Mass, and St. Vincent and St. Stephen Catholic Church parish events. Band students annually participate in Band Solo and Choir Competition. Over the past five years, SVdP has received 125 superior ratings and 100 excellent ratings in this competition. Nine students participated in All Region Band. Students create artwork for auction at our annual school fundraising event.

The SVdP physical education program believes in the philosophy that an active body equals an active mind. Recess opportunities are provided to all grades and all students participate in physical education twice weekly. Grades K-5 participate in P.E. 60 minutes/week and grades 6-8 participate 90 minutes/week. SVdP has a full-size gym and was a 2010 recipient of a $10,000 grant from General Mills to create a school community fitness environment and increase parent involvement. Since that time, SVdP has implemented an interscholastic sports program of volleyball, cross country, boys' and girls' basketball, and track and field for students in grades 7-8 with an 85% participation rate. In the past two years, SVdP has won two girls' conference track championships; the boys have won one. SVdP is often a top-finisher at cross country meets. The school is a member of the Arkansas Activities Association and enjoys great parental support through the SVdP Booster Club. Grade 4-5 sports teams participate in our local recreation program. The school participates in community walking events to support and raise money for local non-profit organizations.

SVdP is located in a church parish and community with a fast-growing Latino population. The school is committed to providing and expanding Spanish instruction so students can effectively interact with all members of the community. Students in grades PK-5 receive Spanish instruction twice weekly for a total of 60 minutes/week. SVdP is in compliance with the program's foreign language requirement. Spanish is offered as an elective in grades 6-8 with 23% of grades 7-8 choosing to take Spanish the entire school year. The elective meets weekly for 30 minutes and bi-monthly for 100 minutes. In addition to art and Spanish electives, grade 6-8 students may elect to participate in the school newspaper staff or take career orientation. Next year, Spanish will cease to be a grade 6-8 elective and will be a course regularly taken by all middle school students.

3.   Instructional Methods and Interventions:

The Renaissance Reading coordinators work as a team with administration and teachers to ensure that all students, no matter their abilities, are successful and growing to become the best readers they can be. This is done through constant monitoring of STAR assessment data, coaching teachers, working closely with parents, and training students to be an integral part of this educational process. Book selection for independent reading is guided so that students are choosing from their personal reading levels, and AR quiz results are closely monitored. Students are given immediate feedback after the completion of every book and accompanying vocabulary quiz. These results then lead to the next book selection.

Students who qualify participate in the federal programs of Title I, Speech, and ESOL. Students with grade level fluency in Spanish (K-5) receive personalized English Language Support time with their teachers when the rest of the class is receiving Spanish instruction. This time is personalized by the teacher for remediation or enrichment, based on student needs.

Math concepts are taught in a variety of ways so that all students can meet the learning standards and progressions for that grade. Technology-based support is used for both remediation and enrichment. The Math Coordinator is constantly monitoring this data to see if students are progressing and if teachers need coaching. Math teachers work closely with grade levels above and below to ensure that there is continuity of instruction. Teachers use inquiry-based learning by having students work together to solve real-world problems with their actual names included in the situations to increase engagement. The middle school math teacher provides writing prompts to the English instructor so that students can show their true understanding of math concepts and processes by writing essays about them. Teachers of math, science, and social studies also use classroom-response systems for immediate feedback.

Science and Social Studies teachers rely on project-based learning to drive instruction. After group practice in fourth and fifth grades using the scientific method and developing projects to prove or disprove a hypothesis, middle school students think of their own problems to investigate and further their own learning with guidance from the teacher. All science projects from 4th-8th grades are presented to the entire school so that these students practice their presentation skills while the rest of the school learns. Social Studies projects presented to the entire school in this way include a Living Wax Museum (3rd) and a Natural History Museum (7th).

PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

The one word to best describe the trend of St. Vincent de Paul's assessment data presented for the last five years is consistent. Even though SVdP's demographics have changed over the past five years, the result for students has been sustained academic excellence as evidenced by the SAT 10 data. Students in grades 1-8 take frequent reading and math assessments that are used towards the development of a personalized learning progression plan with a cycle of continuous monitoring of data, goal setting, interventions, goal achievement recognition, and reassessment by teachers, technology staff, math and reading program coordinators, and the principal. The principal and program coordinators also monitor the data to identify where improvements can be made in instruction, content, and staff implementation.

There is a vision for how all students should progress in math throughout their years at the school, and this vision is implemented by meeting each student where he or she is and then making a plan for success. Teachers work collaboratively with the technology lab to implement a fact fluency program which allows students to easily grasp new mathematical concepts. In addition to the math curriculum used, the 4th-8th grade classes complete higher order math word problems each week.

The success in reading is attributed in part to a coordinated school-wide implementation (grades 1-8) of the Renaissance Reading Program, which incorporates STAR Reading and Accelerated Reader. The detailed reporting that accompanies STAR Reading gives actionable data that allows teachers to gain an understanding of specific reading skills that need attention. This differentiation is critical to meeting the individual needs of each student. SVdP's Accelerated Reader program also meets students where they are and then progresses in expectations throughout the grade levels. Each student has a personalized and challenging-yet-achievable reading goal that 97-100% of students meet or exceed each quarter.

2. **Assessment for Instruction and Learning and Sharing Assessment Results:**

SVdP administration and faculty use data provided from the Stanford Achievement Test to recognize and evaluate areas of growth, stagnation and/or regression. After receiving test results, the administration reviews the various reports and then meets with the teaching staff to disaggregate the data. This process helps identify strengths and weaknesses in students and evaluates possible weaknesses in instruction. These results are used to make adjustments to the overall plan of continued growth. During this process many things are looked at including school wide, grade level, classroom, and individual student results. The test reports provide cluster summaries that identify specific curriculum areas where classes and or individual students may need assistance to achieve proficiency and or advanced status. The school has a 70% target percentile rank for class and grade summaries. If a student is falling below this targeted level, specialized instruction is provided through the classroom teacher or teacher assistant. A student can also be referred for services offered through the Title I program at the school. If necessary, students may also be referred for testing to identify possible learning disabilities. Each teacher reviews their students' specific skill areas and the scores associated with each of them. In addition, students' STAR Reading and STAR Math scores are considered. At that time a personalized plan is prepared for each student.

Throughout the year parents and students are provided assessment results from STAR Reading and Math. Parents constantly receive immediate results through email for all Accelerated Reader quizzes taken. In May of each year, parents receive a student summary report from the SAT 10 assessment. The school informs the community of its students' success through the website, the church bulletin, and brochures that are distributed throughout the community. SVdP continuously utilizes assessment data to meet students where they are in order to maximize student success.

Part VI School Support

1. **School Climate/Culture**

"Be it known to all who enter here that Christ is the reason for this school. He is the unseen but ever present teacher in its classrooms. He is the model of its faculty and the inspiration of its students."

St. Vincent de Paul (SVdP) is first and foremost a Catholic school. Catholic educators are called upon to grow the whole person in the light of Jesus, to guide them towards a harmonious life of Faith, Knowledge and Service, and to become good citizens of this world and the world to come. SVdP is a high-performing school of administrators, teachers, students, and parents that share and commit to a common goal and belief that all students can learn and all students can improve his or her intellectual, physical, emotional, moral and spiritual capabilities.

SVdP strives to reproduce the warmth and intimacy of family life for our students upon entering the school door. Students and parents are greeted by name when entering the building. The day begins with prayer and pledge. Mass is celebrated regularly with students along with the Church's liturgical year celebrations. Families new to the school are assigned a mentor family that answers questions and helps with the transition to a new school. Students in grades K-2 are assigned "buddies" from grades 6-8. Middle school buddies will sit with K-2 students at Mass, take them to a movie on Earth Day, read together and participate in art projects and other activities. In kind, K-2 students will cheer their buddies on at pep rallies, basketball games, Spelling and Geo Bees, and musical performances.

Parents are ever-present in the school hallways and classrooms helping students to learn math facts, hanging art work, working in the cafeteria, etc. The daily and visible commitment of parent volunteers conveys to students and teachers the importance of the school's mission to the family. Teachers are frequently appreciated with snacks, dinners, birthday surprises, teacher appreciation day activities, and donations to the teachers' classroom wish lists.

Students serve the school and church community through monthly food pantry drives, fundraising for schools in Haiti, and multiple ministries such as cleaning the lunchroom between shifts, raising and taking down the flag, assisting in the computer lab, serving at funerals, etc. Responsibilities and participation in SVdP community activities helps students become the "whole person" who is better prepared to seek his or her purpose in life.

2. **Engaging Families and Community**

SVdP is currently implementing multiple technology-related initiatives through a "team spirit" strategy. Family and community members must truly feel they are in partnership with the school. The first step in this partnership was the inclusion of the SVdP School Board and PTO in developing, understanding, and supporting clear and shared academic and social goals that contribute to improved student performance. The members of these two SVdP organizations have taken on meaningful and authentic roles towards achieving these goals.

SVdP School Board is an advisory board that helps to plan and evaluate the effectiveness of the school's mission. SVdP School Board created Marketing and Technology Committees made up of parents and SVdP administrative and technology staff to replace the current website with a new school website and create a phone application, social media presence, and learning management system (LMS). The new website will be up in spring of 2015 with the phone app and social media to follow shortly after. The LMS will debut in August 2015. The goal of the new web presence is to encourage more participation in the school's mission and life.

The School Board Technology Committee is also working towards a 1v1 device initiative with an implementation goal of 100+ Chromebook Yoga devices to be purchased by spring 2015. Additionally, the

Technology Committee is actively seeking solutions to prepare the school's current bandwidth and wireless infrastructure for the increase in traffic.

The SVdP PTO is organizing a major fundraising auction event at the end of February to finance the 1v1 device initiative. PTO is partnering with community businesses, corporations, and the SVdP community to provide auction items for the event.

SVdP also engages with the community by "giving back." The school is a major supplier to the SVdP Food Pantry and participates in coat and shoe drives, the Walk for the Poor, Breast Cancer Awareness Day, musical performances at area nursing homes, etc. Students in grades 6-8 donate many hours in community service annually as part of their religious instruction requirements.

SVdP administrators and teachers form deep and lasting relationships with students and their families through meaningful student interactions with the "whole person" that are directed not just towards academic problems and accomplishments but to extend beyond the traditional school day and school building and into parish community life. This strong connection between the school and family fosters student achievement and is a hallmark of St. Vincent de Paul Catholic School.

3. **Professional Development**

SVdP has adjusted its professional development to increase the capacity of teachers and administrators to deliver improved curriculum and instructional practices. SVdP has moved away from conference and workshop professional development and moved towards on-site opportunities of greater duration that allow teachers and administrators the time to learn, engage in hands-on practice, discuss the implementation challenges, and receive coaching as needed in a communal learning and collegial environment before implementation in a class. The goal for this change is to increase the ability of teachers and administrators to sustain new practices and increase student learning.

SVdP began the transition to this new professional development approach two years ago when SVdP added interactive whiteboards with SMART Notebook software in every classroom. Administration and the technology staff believed that a one-day workshop would not result in the implementation and best practices needed to use this new tool to improve student outcomes. Instead, all teachers participated in 24 hours of self-paced instruction in an online class over a six-week period in the summer. Many of the teachers worked together on the instructional piece, met at school to practice their new skills on an interactive whiteboard, discussed implementation, and contacted other staff with more experience to help or to extend their knowledge and implementation strategies. Teachers were familiar and comfortable using the SMART Boards when school began and had developed relationships with other teachers during the extended training. They still utilize those relationships when needing help and implementation ideas.

SVdP administration and teachers are currently engaging in the Google Basics for Educators course far in advance of teachers having to implement Google Apps in a 1v1 Chromebook in fall 2015. All SVdP teachers will complete the Google Basics for Educators course by December 19, 2014. Like the SMARTBoard training, it is a self-paced course that is estimated to take over 20 hours to complete with most teachers choosing to network with one another to learn, apply, complete, and submit projects. Teachers are excited and confident. They are already using the applications, resources, and assessments via their SMART Boards and Google Classroom. Teachers have time to "play," to develop user competency and confidence, and to discover and share which of their newly acquired tools are curriculum appropriate and can be used to meet academic standards and assess their particular students and subject area. Total teacher engagement time prior to full implementation will easily exceed 50 hours.

4. **School Leadership**

SVdP school leadership is focused on providing students a rigorous standards-based education while instilling Catholic principles and life-long values through faith, knowledge and service. The principal fosters a collaborative atmosphere between the school, students and families, and the community, and

creates a culture of high expectations of continuous improvement and spiritual engagement. The principal sets the tone of each school day beginning with teacher prayer at 7:30 a.m. and all-school prayer at 7:55 a.m.

The principal works with the Diocese of Little Rock; the Pastor; the School Board; the Technology, Logistics, and Communications Director; and the Athletic Director to establish policies and procedures for faculty, staff, parents, and students. The principal reviews these policies yearly with faculty and staff and provides relevant policies to students, parents, and volunteers.

Activities and dates approved by the principal are submitted to the Technology, Logistics, and Communications Director who schedules all school activities with the goal to maximize the use of the school's time and facilities, promote student performance, and best accommodate the instructional program or activity.

Teaching and learning at SVdP is continually adjusted on the basis of data collected through weekly principal review of lesson plans, STAR Assessments, MathFacts, Accelerated Reader, the online gradebook, and other sources to ensure the delivery of rigorous standards-based instruction and to identify opportunities to improve student achievement. Actionable data may be reflected as an agenda item for faculty meetings and/or in faculty evaluations.

All teachers are trained by the principal to look at class test scores and identify individual and class strengths and weaknesses, check for patterns, identify strong and weak students, and identify curriculum areas that need to be improved. Teachers document class results and share plans with the principal to improve the weak areas of the curriculum. The principal conducts a similar analysis on a school-wide basis and focuses on the training, materials, methods, and strategies needed to address specific weaknesses. The principal then uses this information to work with the school's reading and math coordinators on planning and implementing aligned professional development.

The principal employs a distributed leadership model to engage faculty and staff by giving them departmental and activity leadership roles in areas such as Athletics, Technology, Communications, Systems Administration, and coordination and student-sponsor responsibilities for activities like Student Council, Quiz Bowl, Battle of the Books, and Food Pantry donations.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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 are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	$3950
1	$3950
2	$3950
3	$3950
4	$3950
5	$3950
6	$3950
7	$3950
8	$3950
9	$0
10	$0
11	$0
12	$0

4. What is the educational cost per student? $5166
   (School budget divided by enrollment)

5. What is the average financial aid per student? $1453

6. What percentage of the annual budget is devoted to   11%
   scholarship assistance and/or tuition reduction?

7. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   80%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: Math	Test: Stanford Achievement Test, 10th edition
Grade: 3	Edition/Publication Year: 2007
Publisher: Pearson/Harcourt	Scores are reported here as: Scaled scores

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	655	634	643	643	646
Number of students tested	31	28	38	28	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-8 are tested. Pre-K and Kindergarten students are not assessed using the Stanford Achievement Test.

Subject: Math		**Test:** Stanford Achievement Test, 10th edition
Grade: 4		**Edition/Publication Year:** 2007
Publisher: Pearson/Harcourt		**Scores are reported here as:** Scaled scores

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	682	659	681	674	665
Number of students tested	29	42	30	33	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-8 are tested together. Pre-K and Kindergarten students are not assessed using the Stanford Achievement Test.

Subject: Math	**Test:** Stanford Achievement Test, 10th edition
Grade: 5	**Edition/Publication Year:** 2007
Publisher: Pearson/Harcourt	**Scores are reported here as:** Scaled scores

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	681	690	693	689	683
Number of students tested	43	36	33	37	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All student in grades 1-8 are tested together. Pre-K and Kindergarten students are not assessed using the Stanford Achievement Test.

REFERENCED BY NATIONAL NORMS

Subject: Math	Test: Stanford Achievement Test, 10th edition
Grade: 6	Edition/Publication Year: 2007
Publisher: Pearson/ Harcourt	Scores are reported here as: Scaled scores

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	710	713	714	704	709
Number of students tested	36	26	37	31	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All student in grades 1-8 are tested together. Pre-K and Kindergarten students are not assessed using the Stanford Achievement Test.

Subject: Math	**Test:** Stanford Achievement Test, 10th edition
Grade: 7	**Edition/Publication Year:** 2007
Publisher: Pearson / Harcourt	**Scores are reported here as:** Scaled scores

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	730	735	740	735	712
Number of students tested	27	38	27	30	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-8 are tested together. Pre-K and Kindergarten students are not assessed using the Stanford Achievement Test.

Subject: Math	**Test:** Stanford Achievement Test, 10th edition	
Grade: 8	**Edition/Publication Year:** 2007	
Publisher: Pearson/Harcourt	**Scores are reported here as:** Scaled scores	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	743	759	751	718	742
Number of students tested	35	25	26	19	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-8 are tested. Pre-K and Kindergarten students are not assessed using the Stanford Achievement Test.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA	**Test:** Stanford Achievement Test, 10th edition
Grade: 3	**Edition/Publication Year:** 2007
Publisher: Pearson/Harcourt	**Scores are reported here as:** Scaled scores

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	652	642	653	643	657
Number of students tested	31	28	38	28	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-8 are tested. Pre-K and Kindergarten students are not assessed using the Stanford Achievement Test.

Subject: Reading/ELA	Test: Stanford Achievement Test, 10th edition
Grade: 4	Edition/Publication Year: 2007
Publisher: Pearson/Harcourt	Scores are reported here as: Scaled scores

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	664	664	674	672	666
Number of students tested	29	42	30	33	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-8 are tested together. Pre-K and Kindergarten students are not assessed using the Stanford Achievement Test.

Subject: Reading/ELA	**Test:** Stanford Achievement Test, 10th edition
Grade: 5	**Edition/Publication Year:** 2007
Publisher: Pearson/Harcourt	**Scores are reported here as:** Scaled scores

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	684	690	686	684	686
Number of students tested	43	36	33	36	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-8 are tested. Pre-K and Kindergarten students are not assessed using the Stanford Achievement Test.

Subject: Reading/ELA	**Test:** Stanford Achievement Test, 10th edition
Grade: 6	**Edition/Publication Year:** 2007
Publisher: Pearson/Harcourt	**Scores are reported here as:** Scaled scores

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	698	701	705	700	700
Number of students tested	36	26	37	31	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-8 are tested. Pre-K and Kindergarten students are not assessed using the Stanford Achievement Test.

Subject: Reading/ELA	**Test:** Standford Achievement Test, 10th edition
Grade: 7	**Edition/Publication Year:** 2007
Publisher: Pearson/Harcourt	**Scores are reported here as:** Scaled scores

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	709	713	715	714	698
Number of students tested	27	38	27	30	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-8 are tested. Pre-K and Kindergarten students are not assessed using the Stanford Achievement Test.

Subject: Reading/ELA	Test: Stanford Achievement Test, 10th edition
Grade: 8	Edition/Publication Year: 2007
Publisher: Pearson/Harcourt	Scores are reported here as: Scaled scores

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	720	727	718	702	719
Number of students tested	35	25	26	19	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	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: No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-8 are tested. Pre-K and Kindergarten students are not assessed using the Stanford Achievement Test.