U.S. Department of Education
2017 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. Terry Weiss
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. Louis School
(As it should appear in the official records)

School Mailing Address 12500 Clarksville Pike
(If address is P.O. Box, also include street address.)

City Clarksville   State MD   Zip Code+4 (9 digits total) 21029-1534

County   Howard

Telephone (410) 531-6664   Fax (410) 531-6690

Web site/URL   http://www.stlouisparish.org/school   E-mail   stlouisschool@stlouisparish.org

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

Date
(Principal's Signature)

Name of Superintendent*Dr. Barbara Edmondson   E-mail barbara.edmondson@archbalt.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Baltimore   Tel.   (410) 547-5515
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. Robert Martin
(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 2017 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 2011 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: 2012, 2013, 2014, 2015, or 2016.

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 (2016-2017) 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
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	21	20	41
K	18	28	46
1	22	29	51
2	20	29	49
3	25	21	46
4	23	24	47
5	21	28	49
6	29	31	60
7	31	27	58
8	31	31	62
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	241	268	509

4. Racial/ethnic composition of the school:

    0 % American Indian or Alaska Native
    10 % Asian
    10 % Black or African American
    6 % Hispanic or Latino
    0 % Native Hawaiian or Other Pacific Islander
    63 % White
    11 % 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 2015 – 2016 school year: 2%

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, 2015 until the end of the 2015-2016 school year	6
(2) Number of students who transferred *from* the school after October 1, 2015 until the end of the 2015-2016 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2015	492
(5) Total transferred students in row (3) divided by total students in row (4)	0.016
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):
Korean, Kum, Chinese, Spanish

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

7. Students eligible for free/reduced-priced meals: 2 %

    Total number students who qualify: 12

8. Students receiving special education services: 12 %
                                                       63 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.

1 Autism	0 Orthopedic Impairment
1 Deafness	52 Other Health Impaired
0 Deaf-Blindness	37 Specific Learning Disability
0 Emotional Disturbance	32 Speech or Language Impairment
2 Hearing Impairment	0 Traumatic Brain Injury
2 Mental Retardation	2 Visual Impairment Including Blindness
6 Multiple Disabilities	3 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>21</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	4
Classroom teachers including those teaching high school specialty subjects	24
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>21:1</u>

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

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	95%	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 2016.

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>2010</u>

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

Through our commitment to Catholic values and academic excellence, St. Louis School educates lifelong learners who transform the world through intellect, love, justice, and peace.

St. Louis School (SLS) provides a comprehensive, high school preparatory education in the context of the Roman Catholic faith. A co-educational, parish school within the Archdiocese of Baltimore, SLS serves students in pre-kindergarten through eighth grade.

Established in October 1923 to serve the local Clarksville farming community, SLS has grown from its humble beginnings to its current configuration of three pre-kindergarten homerooms, two homerooms each for kindergarten through eighth grade, and an enrollment of more than 500 students. SLS boasts a wonderfully diverse student population, reflecting Clarksville's current identity as a multicultural suburb between Baltimore and Washington. The school's advancement during its distinguished ninety-three-year history is reflected in its 2010 recognition as a National Blue Ribbon School. The Blue Ribbon designation propelled SLS to a prominent position in the community. As a result, the school is attracting new families and is receiving the attention of benefactors and grant-makers. The Blue Ribbon is also a particular source of pride among parishioners and SLS alumni.

Over the last ten years, successful capital campaigns have resulted in significant improvements to the school facility and the parish campus as a whole. In 2015, the parish dedicated its new Parish Activity Center, a wing of the school, which includes a welcoming entrance, a state-of-the-art gymnasium, administrative offices, conference space, and security features to ensure student safety. These enhancements add immeasurably to the school's ability to attract new students while providing all students and their families with enriching experiences.

Sharing in the educational ministry of St. Louis Parish, SLS is led by the pastor and principal who are joined by two associate pastors and seventy-five faculty and staff members. Dedicated faculty and staff are role models not only in intellectual pursuits but in the living expression of faith and outreach as well. Parents, guardians, and grandparents partner with the faculty and staff to form a cohesive, vibrant community. SLS is also supported by an advisory School Board whose members share their varied, professional expertise.

The school's mission, "Through our commitment to Catholic values and academic excellence, St. Louis School exists to educate lifelong learners who transform the world through intellect, love, justice and peace," is central to daily life at SLS where learning and growth occur in the classroom and beyond.

During the 2016-2017 school year, St. Louis School brings to life its vision of offering a Catholic education to children with Down syndrome. Through the Louis IX Program, students with Down syndrome work not only with a special educator and para-professionals, but more importantly, learn and play side-by-side with all their classmates. In addition, the Louis IX Program enables siblings to share a common school experience while providing opportunities for the entire SLS community to honor the giftedness of each individual.

The school's rigorous academic program challenges all students and engages them in active learning and in cross-curricular study while appealing to their diverse learning styles. Opportunities for acceleration enable many students to begin their high school years in advanced/honors classes, while students with learning differences strengthen their skills and grow in confidence supported by the faculty.

Specialty area classes such as Spanish, music, art, physical education, technology, and library are integral to all students' learning experiences. An extensive array of extra-curricular activities, including three bands, two choruses, drama, basketball, service club, arts and crafts, It's Academic, art club, cross-country, yearbook, yoga, volleyball, and Battle of the Books, enable students to explore in-depth their particular areas of interest.

St. Louis School continuously explores opportunities for its students to shine. Promoting STEM activities, SLS offers practical, hands-on engineering and technology experiences across the curriculum. 3D design, printing and coding are particular student favorites. SLS is especially proud of its designation by the USA Science and Engineering Festival as an X-STEM school, a designation that acknowledges the many ways St.

Louis enables students to explore STEM subjects not only during class time but through exciting, extra-curricular opportunities like Design and Build, CyberSTEM, and FIRST Lego League. As an X-STEM school, St. Louis welcomes top scientists from across the country who participate in the Nifty Fifty speaker series. SLS participates in the Howard County and Maryland STEM Festivals, and showcased its STEM activities by hosting a booth at both the 2014 and 2016 USA Science and Engineering Festivals in Washington, D.C., as the only elementary school from the Archdiocese of Baltimore to do so.

While successful academic pursuits and enriching extra-curricular activities are essential, St. Louis School follows the example of its patron, King Louis IX of France, by continually reaching out to our brothers and sisters in need. All dimensions of life at SLS converge with the intention and purpose of forming the whole child - persons of faith, integrity, and curiosity who are eager to use their knowledge and skills to change the world for the better.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum of St. Louis School allows students of all grade levels the flexibility to grow and learn while fostering higher level thinking. Instruction is guided by the standards established by the Archdiocese of Baltimore and the Maryland State Department of Education for non-public schools. The core curriculum of math, English language arts, science, and social studies is enhanced with studies in Spanish, technology, library, art, music, physical education, and religion. Opportunities for cross-curricular connections abound. Extracurricular programs in the form of after-school clubs enhance the core curriculum.

St. Louis School students are encouraged to be active readers and writers. The English language arts program encompasses areas of reading, writing, vocabulary, grammar, spelling, and public speaking. In primary grades, emphasis is placed on phonics, phonemic awareness, and fluency. Primary students complete the Daily Five (Read to Self, Work on Writing, Read to Someone, Listen to Reading and Word Work) during English language arts classes. In the upper grades, students explore and analyze a variety of literary genres and writings. Writing is strengthened through modeling, guided practice, and a focus on the process of producing formal and informal writings in the forms of sentences, paragraphs, narratives, poetry, essays, and research papers. Seventh and eighth graders are invited to join a public speaking club and participate in local competitions. Small-group targeted instruction for children with identified learning differences is provided by full-time Resource teachers serving the Illumination and Louis IX Programs.

A scaffolded, spiraling math curriculum provides for comprehensive and accelerated instruction. Instructional practice includes engaging the students with real world examples. Students learn basic math skills, computation, number sense, problem solving, data analysis, algebraic reasoning, geometry, probability, reasoning and proof, and measurement. Flexible, leveled groupings begin in third grade, allowing students to progress at appropriate degrees of challenge. Approximately seventy-five percent of the graduating eighth grade students complete high school level algebra and geometry courses allowing them to enter high school ready for higher level math classes. Manipulatives and technology in the form of iPads, computers, graphing calculators, and interactive boards are used to enrich instruction. IXL, a web-based subscription program, is used regularly as a home supplement to provide extra math practice. Students in grades five through eight annually participate in the Catholic Math League competition, a national competition that aids in developing math skills.

Science is an inquiry-based program which focuses on the scientific method and experimentation. Life, earth, and physical science are studied in middle school. STEM is fostered through hands-on learning experiences that are designed to develop 21st-century skills of collaboration, creativity, communication and critical thinking. Students in grades five through eight participate in weekly hands-on science labs in a fully-equipped science laboratory. Use of technology by both teachers and students facilitates real-time access to additional scientific resources. Students engage in interactive activities using Discovery Education, Brain Pop, and other web-based programs. A Learning-in-Action Night highlights students and their science work every other school year. Extracurricular clubs include Cyber STEM and First Lego League.

The Social Studies curriculum is comprised of the study of communities, states, countries, cultures, government, geography, history, citizenship, and current events. Students are able to make global connections and learn to appreciate cultural differences. Cross-curricular projects combine art, music, technology, English language arts, foreign language, and social studies to produce hands-on projects. The use of primary sources, artifacts, and resource materials allow students to research, create, and report on a variety of topics. Students also have the opportunity to extend their learning through participation in the National Geography Bee, Junior Achievement Finance Park, and Junior Achievement BizTown. Every other year, students showcase their social studies work at the annual Learning-in-Action Night.

2. Other Curriculum Areas:

St. Louis School's core curriculum is supported by programs in fine arts, library media, Spanish, technology, physical education, and religion. These subjects reinforce and enhance learning in core areas while enriching the natural curiosity and imagination of the students.

Weekly art and music classes comprise the fine arts program at St. Louis School. In art, students are introduced to famous artists, art movements, visual styles, and art history while developing their own artistic skills. Using a wide range of mediums including technology, students create projects that allow them to understand major artistic approaches. Music classes provide instruction in music history, rhythm and patterns, awareness of the cultural role of music, and the joy of music and singing. The fine arts program allows students to develop and share their knowledge as a school community in a variety of ways including a Christmas concert, a spring concert, and an annual art show. Additionally, extracurricular offerings of band, choir, art club, and drama club provide the opportunity for extended fine arts development.

Students in grades pre-kindergarten to four participate weekly in physical education classes. Grades five to eight also participate once per week with an extra physical education period on a monthly basis. The objective of physical education is to develop knowledge, skills, and interest in wellness and physical fitness. By engaging in developmentally appropriate activities, students improve gross and fine motor skills. An annual field day is also held in the spring of each school year.

St. Louis School is in compliance with the BRS program's foreign language requirements. The Spanish curriculum is offered to students in pre-kindergarten once each week, grades kindergarten to six twice weekly, and three periods weekly for seventh and eighth grades. Students hear, speak, read, and write in Spanish. Key components of the curriculum include building cultural awareness and learning about holidays and traditions of Spanish origin. Rosetta Stone, a language learning software program, is utilized by students in grades seven and eight once every other week to hone their Spanish speaking skills during a language lab.

Technology is integrated from pre-kindergarten through eighth grade. Classrooms are equipped with Mimio smartboards, projectors, Apple TVs, and document cameras. One hundred ten mini iPads in three mobile carts, along with sixty-two Chromebooks, are available for student use. St. Louis School has two computer labs with thirty-two and twenty-eight laptops each. Formal instruction for all students in grades kindergarten to six takes place in these labs on a weekly basis. Grades seven and eight have technology class every other week, alternating with the Spanish language lab. Instruction complies with the Archdiocese of Baltimore standards and the International Society for Technology in Education (ISTE). The library media specialist teaches library skills once per week to grades kindergarten through grade four. Students in pre-kindergarten visit the library weekly to develop early literacy skills. Grades five through eight utilize the Library/Media center for weekly REI (review, extend, integrate) classes that support and enhance core classroom instruction.

Faith formation, Catholic identity, church history, ministry, and service are emphasized in the religion curriculum which follows Archdiocese of Baltimore standards. Students in grades pre-kindergarten through eighth grade receive formal instruction four times per week. Students are also given the opportunity to take on leadership roles in weekly liturgies and prayer services. They serve as prayer buddies and execute service projects throughout the year. A spiritual theme serves as the foundation for all instruction and classroom interaction.

3. Instructional Methods, Interventions, and Assessments:

St. Louis School is dedicated to educating the whole child. Students are challenged to work to their highest potential by the use of rigor in the classroom. SLS believes that students learn and reach their highest potential most effectively through a differentiated approach to instruction. Multi-sensory instruction utilizing visual, auditory, kinesthetic, and tactile modalities accommodates the diverse learning styles of students. Scaffolding, modeling, cooperative/collaborative learning, cross curricular instruction, flexible grouping, discovery/problem-based learning, hands-on activities, movement activities, mindfulness breaks,

interactive lessons, technology-based peer and self-evaluation, tiered assessments, technology-based activities, independent practice, and critical thinking are among the many instructional strategies used by the teachers to meet the needs of their students. Resource teachers administer learning style inventories in order to assess students' preferences for learning and to guide the students and teachers in meaningful learning. The resource teachers also provide whole class instruction in study skills and organization a regular basis.

Standardized test data (Stanford Achievement Test Series) is analyzed annually and used to evaluate instruction. Data is examined at the school level, grade level, individual class level, and individual student level. The data is compared from year to year by grade level and class level to note patterns and changes. Curriculum is adjusted, if necessary, to ensure that students learn skills and maintain high levels of achievement. Use of pre-testing and post-testing in math classes identifies areas of strength and weakness. Instruction is adapted accordingly, to ensure that unnecessary repetitions, redundancies, and gaps do not occur. Frequent benchmark testing, including Houghton Mifflin Harcourt, Fountas and Pinnell, and Dibels, is administered in reading classes to track progress and guide instruction. Other forms of assessment include teacher observation, performance tasks, teacher-created tests, journals, demonstrations, and portfolios.

Students requiring extra accommodations are referred to the Illumination Program. The program is staffed by three full-time resource teachers and one part-time resource teacher. An Academic Improvement Plan (AIP) is created for each participating student based on educational, psychological, and/or medical assessments. Accommodations to instruction are made in classrooms according to the AIP. The resource teachers act as case managers for the participating students to ensure that necessary adjustments are made in the general classroom setting. Student progress is monitored directly and indirectly through observation and consultation. Some students are exempted from foreign language instruction (FLEX) based on current formal educational and cognitive assessments. These students are afforded the opportunity to preview, review, and practice targeted skills and concepts in other core curricular areas in small group instruction with the appropriate resource teacher. Additionally, one part-time resource teacher and two full-time para educators staff the Louis IX Program which services two students with Down syndrome.

High levels of student achievement are encouraged through various methods. Through dynamic, hands-on experiences, teachers foster a quest for excellence in the classroom by engaging students to think and learn outside of the box. As an example, in language arts class the eighth-grade students tackle Shakespeare. Aside from the reading of a Shakespearean work, students attend a professional performance of a Shakespearean play to learn cadence and to give them a fuller understanding of time and setting. They are challenged to learn Elizabethan dance and dress in costume so that they will be more fully engaged in their classroom learning. Similarly, in Science class, students are engaged in building competitions that enhance their creative talents while applying the engineering design process. Team-building challenges to build cantilevered bridges, hurricane-resistant structures, catapults and roller-coasters foster a spirit of teamwork and collaboration while simultaneously solving real-world problems. Extracurricular competitions in Debate, Math, STEM and "It's Academic" encourage students to showcase their talents on a broader stage. Friendly competition between their classmates and peers inspires students to do their best in the classroom.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. Louis School is a place of joy. The school's motto, "Where spirit and mind rejoice" proclaims the exuberance expressed in all aspects of life at SLS.

The day begins as students are warmly greeted by the bright smiles of faculty, staff, and parent volunteers who open cars doors as students arrive. "I'm glad you're here" is a sincerely shared welcome. Morning announcements include Golden Graces, practices that bond the SLS community and promote the growth of the whole person. Graces such as, "Notice how the things you say make people feel" create a greater awareness of and an appreciation for one's relationships and place in the world.

Highlighting positive behavior and commending those who live the three St. Louis R's – reverence, respect, and responsibility – the school reinforces students' acts of kindness and positive behavior with N.U.T. (no uniform today) cards and acknowledgements in the weekly school bulletin. These strategies motivate students to follow the examples of their peers.

Social and emotional well-being is fostered in all experiences at SLS. Students learn mindfulness practices to center themselves and focus. In addition, the school counselor leads role-playing activities on topics such as healthy friendships, healthy decision making, standing up to injustice, and anti-bullying. A recess coordinator guides students to utilize positive problem solving strategies to resolve conflicts.

Active learning opportunities and collaborative, hands-on projects engage students in inquiry based learning. Teachers motivate students by incorporating movement during class time and by utilizing technology such as whiteboards, iPads, IXL, Discovery Education, and Google Chrome to appeal to 21st Century learners.

Students enjoy a new, state-of-the-art gymnasium where physical activities enable them to refocus their mental energies. Yoga, dance club, archery, and fitness classes are offered after school to nurture the body. A pedometer program for students and an inter-school step challenge for faculty/staff encourage movement throughout the day. A cross-country team, Girls on the Run program, and a Gobble Wobble 5K promote physical wellness, and monthly "Family-Fitness Nights" bring families together.

Participation in professional learning communities enables teachers and administrators to support one another and strengthen collegial bonds. The administration encourages faculty and staff to reflect on the things that make them whole in body, mind, and spirit. A custom-made journal prepared by the administration assists faculty and staff in this practice. It is the intention that the benefits flow to the students who, in turn, share their positive attitude with their classmates, family, and community. A yearly retreat, monthly birthday treats supplied by the parent's organization, regular social events, catered lunches, and weekly dress-down days are just some of ways we show our teachers that they are valued.

2. Engaging Families and Community:

Recognizing parents as the primary educators of their children, SLS fully partners with them to ensure the highest quality of education. Parents serve in many capacities: as homeroom parents, assisting teachers wherever needed; as the leaders of an active Home & School Association; and as members of the School Board and the Strategic Planning committee, actively collaborating with the administration and assisting in the creation and implementation of the strategic plan for the school. Parents are encouraged to foster a close relationship with their child's teacher by volunteering in and outside of the classroom, meeting with them independently two times a year, and through open communication whenever needed.

SLS values the input of parents and has taken dynamic steps forward as a result. As the school population has become more diverse in all areas (faiths, cultures and abilities) the administration welcomed a concerted effort from parents to celebrate that diversity through the creation of a parent-led Diversity

Committee. Diversity lessons have been incorporated in each classroom, professional development has been provided to teachers, speakers engaged for the benefit of parents and guardians, and a weekly "Spotlight on Diversity" is included in the school newsletter which communicates diversity lesson plans and resources for families.

In response to requests by families and open to continued growth, the school embarked on the implementation of the Louis IX program, accepting two students with Down syndrome at the start of the 2016-2017 school year. Intent on including these students as part of the SLS community, non-profit organizations and other schools were consulted for their expertise in meeting the needs and challenges to ensure a successful outcome. With the assistance of parents, the Catholic Coalition for Special Education, and the Archdioceses of Baltimore and DC, the program has become a reality and the school community is greatly enhanced.

Community engagement takes many forms. Several times each year our students participate in community fairs and local academic competitions (high school Math contest, University of Maryland's Cool Careers for Girls event, Johns Hopkins Applied Physics Lab's Space Camp) providing them with unique opportunities to showcase their work to the larger community. Grants from the Knott Foundation, the Raskob Foundation, and The State of Maryland have enabled new and enhanced services, and partnerships with community businesses financially support the annual Golf Tournament and FIRST Lego League team competitions.

Weekly school-wide bulletins, the school website, and Facebook page provide a window into the daily activities of the school and provide a means of sharing school achievements and challenges. Bi-annual newsletters and an Annual Report are distributed to parents, community members, and parishioner families to highlight the school's growth and advancement.

3. **Professional Development:**

A vital component to the continuing success of St. Louis School's academic and spiritual formation programs is the commitment to professional development. The professional development opportunities that are offered provide teachers with the ongoing education and resources needed to work effectively in the classroom and with other members of the faculty in the mission of promoting student achievement and encouraging professional and personal growth. To that end, teachers meet in professional learning communities to share best practices. St. Louis School's approach to professional development is student-centered. The faculty and administration review standardized test results and, focusing on the strengths and challenges, design a plan to establish and meet specified goals. Through faculty-wide, departmental, and one-on-one meetings, the cooperative and collegial spirit of the administration and faculty informs instructional planning, the school's continuous improvement plan, and professional development.

Ongoing professional development occurs at St. Louis in many forms. Participation in archdiocesan-wide workshops and seminars, SLS in-service days, regional workshops, webinars, and topical meetings are among the methods by which members of the St. Louis faculty continue their own education while serving as role models of life-long learning for their students and the larger community. Faculty and staff members participate in iPad Training, workshops on the application of Google Apps and Google Docs, procedures for Child and Youth Protection, rigor in the classroom, and differentiated instruction, an Archdiocesan convocation centered on how the brain learns, an in-service focused on identifying anxiety and ADHD in children, a webinar on school safety, and CPR and first-aid training. A special professional development highlight is an in-service training in support of the school's new Louis IX Program, a program dedicated to students with Down syndrome. In addition, faculty retreats and service/outreach opportunities strengthen the bonds of community, renew the spiritual lives of faculty and staff, and promote personal growth in faith and love.

The ability to create new and engaging educational opportunities as well as embracing advancements in technology, instruction, and classroom management strategies are promoted and realized through a fundamental commitment to professional development. Classroom observations and annual professional evaluations affirm teacher application of new ideas, concepts, and strategies while also providing feedback

regarding challenges and areas of potential growth in the successful deployment of professional learning. Together, the administration and faculty continue to pursue any and all avenues that promote student achievement, healthy social development, and personal and spiritual growth.

4. School Leadership:

Serving the St. Louis School community and empowering each person to be their best, St. Louis School leadership is fueled by a philosophy of visionary thinking, creative practices, and personal relationships. School leadership honors the individuals it serves and the diverse voices it represents. Championed by the pastor, SLS leaders support the educational apostolate of the parish and the Archdiocese of Baltimore.

The administration, consisting of the principal, two assistant principals, and a coordinator of academics, creates a collegial environment by inviting and relying upon community-wide involvement in order to lead St. Louis forward, mindful of the school's rich tradition and the responsibility to carry its treasured legacy into an exciting future where possibility and potential are realized.

Community-wide engagement in various advisory bodies adds breadth and vigor to the school leadership. Officers from the Home and School Association, a parent-led group, meet regularly with the principal to suggest initiatives that promote school spirit, foster communication between the school and parents, and strengthen the school community. The School Board, an advisory body, meets monthly to share its professional expertise with the administrative team in order to enhance the school's presence in the greater Clarksville environs while fostering the effectiveness, quality, and growth of the school. The Principal's Leadership Council, comprised of SLS faculty and staff members, advises the principal on topics such as student achievement, healthy social/emotional formation of students, and faculty/staff development. The entire faculty meets monthly to discuss topics of interest and share best practices. Department meetings, also convened monthly, provide an opportunity for faculty and administration to shape forward-thinking educational strategies.

The principal ensures that the academic program exceeds the standards set forth in the Archdiocesan Course of Study, that all dimensions of the school are consistent with the teaching of the Roman Catholic Church, and that all students receive an excellent, comprehensive, faith-based education promoting the development of faith-filled persons and 21st Century learners. As the spiritual leader, the principal promotes the Catholic identity of St. Louis and nurtures the spiritual life of the students, faculty, staff, and families. The principal emphasizes the importance of forgiveness and the opportunity for a new beginning while affirming the importance of taking responsibilities for one's own actions. The principal hosts an annual retreat for faculty and staff, promotes the safety of the children through compliance with Shield the Vulnerable, and serves on the Crisis Management Committee. Ultimately, the principal leads the school community to work enthusiastically, celebrate accomplishments exuberantly, and rejoice in faith wholeheartedly.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The success of St. Louis School lies in its ongoing, dynamic responses to the various needs and learning styles of each student. SLS fulfills its commitment to students by providing them with experiences appealing to and appropriate for 21st Century learners. Underlying each student's academic achievement is a strong community in which parents and families are invested and valued.

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>8661</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>2100</u>

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

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>24</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math   **Test:** Stanford Achievement Test Series Tenth Edition   **Grade:** 3

Edition/Publication Year: 2003   **Publisher:** Pearson   **Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	634
Number of students tested	49
Percent of total students tested	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:

Subject: Math   **Test:**   Stanford Achievement Test Series Tenth Edition   **Grade:**   4

Edition/Publication Year: 2003   **Publisher:** Pearson   **Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	666
Number of students tested	47
Percent of total students tested	98
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:

Subject: Math

Test: Stanford
Achievement Test Series
Tenth Edition

Grade: 5

Edition/Publication Year: 2003

Publisher: Pearson

**Scores are reported here
as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	685
Number of students tested	54
Percent of total students tested	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:

Subject: Math

Test: Stanford Achievement Test Series Tenth Edition

Grade: 6

Edition/Publication Year: 2003

Publisher: Pearson

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	699
Number of students tested	55
Percent of total students tested	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:

Subject: Math   **Test:** Stanford Achievement Test Series Tenth Edition   **Grade:** 7

Edition/Publication Year: 2003   **Publisher:** Pearson   **Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	705
Number of students tested	58
Percent of total students tested	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:

Subject: Math   **Test:** Stanford   **Grade:** 8
                         Achievement Test Series
                         Tenth Edition

Edition/Publication Year: 2003   **Publisher:** Pearson   **Scores are reported here**
                                                                    as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	760
Number of students tested	51
Percent of total students tested	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:

Subject: Reading/ELA   **Test:** Stanford Achievement Test Series Tenth Edition   **Grade:** 3

Edition/Publication Year: 2003   **Publisher:** Pearson   **Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	656
Number of students tested	49
Percent of total students tested	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:

Subject: Reading/ELA   **Test:** Stanford Achievement Test Series Tenth Edition   **Grade:** 4

Edition/Publication Year: 2003   **Publisher:** Pearson   **Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Jan
SCHOOL SCORES	
Average Score	688
Number of students tested	48
Percent of total students tested	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:

Subject: Reading/ELA   **Test:** Stanford Achievement Test Series Tenth Edition   **Grade:** 5

Edition/Publication Year: 2003   **Publisher:** Pearson   **Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	682
Number of students tested	54
Percent of total students tested	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:

Subject: Reading/ELA   **Test:** Stanford   **Grade:** 6
                                  Achievement Test Series
                                  Tenth Edition

Edition/Publication Year: 2003   **Publisher:** Pearson   **Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	705
Number of students tested	55
Percent of total students tested	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:

Subject: Reading/ELA **Test:** Stanford **Grade:** 7
Achievement Test Series
Tenth Edition

Edition/Publication Year: 2003 **Publisher:** Pearson **Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	714
Number of students tested	58
Percent of total students tested	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:

Subject: Reading/ELA   **Test:** Stanford Achievement Test Series Tenth Edition   **Grade:** 8

Edition/Publication Year: 2003   **Publisher:** Pearson   **Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	718
Number of students tested	50
Percent of total students tested	98
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: