

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. Erin G. Candilora

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

Official School Name St. Aloysius Catholic School

(As it should appear in the official records)

School Mailing Address 2025 Stuart Ave.

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

City Baton Rouge State LA Zip Code+4 (9 digits total) 70808-3979

County _____ State School Code Number* _____

Telephone 225-383-3871 Fax 225-383-4500

Web site/URL http://school.aloysius.org/ E-mail ecandilora@alloysius.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Melanie Verges E-mail: mverges@diobr.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ 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. Blake Black

(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 (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 29 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	48	51	99
K	65	65	130
1	57	55	112
2	58	61	119
3	57	55	112
4	65	60	125
5	54	70	124
6	69	58	127
7	64	61	125
8	64	54	118
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	601	590	1191

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 3 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 1 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1	1193
(5) Total transferred students in row (3) divided by total students in row (4)	0.009
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 4 %
 Total number students who qualify: 43

9. Students receiving special education services: 3 %
39 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.

- | | |
|--------------------------------|--|
| <u>8</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>14</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment |
| <u>4</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>6</u> 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	4
Classroom teachers	47
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 25:1

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%	97%	97%	97%	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

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

15. Please summarize your school mission in 25 words or less: The mission of St. Aloysius School is to educate the whole child in a Catholic tradition for a life of meaning and purpose.

PART III – SUMMARY

The mission of St. Aloysius School is to educate the whole child in the Catholic tradition for a life of meaning and purpose. Parents, students, and faculty are inspired to appreciate the Catholic faith in their lives, to understand the needs in the community, to experience personal and communal prayer, to use their God-given gifts and talents, and to realize that service to others is basic to the gospel message of Jesus. The school's administrators, faculty, and staff ensure that the curriculum, programs, culture, and policies support the school's mission.

St. Aloysius Catholic Elementary School was established in 1956 with a single building, a staff of five, and 260 students. It has expanded to a large multi-faceted complex, a faculty and staff of 107, and 1191 students. The school draws its mission from the Congregation of the Daughters of Jesus, a Spanish teaching order, which helped guide and staff the school for 45 years. In 2002, the Daughters of Jesus returned to Spain, but their foundational principles remain: to prepare students for life in a contemporary society, to set high academic standards, to help each child achieve maximum potential in spiritual, intellectual, social, artistic, and physical development, and to serve others. Located in a middle class residential area of Baton Rouge, St. Aloysius primarily serves church parishioners. With no required entrance exam, the study body encompasses a diverse range of academic abilities.

In 1985, a Development Program was instituted to promote the school's mission, to seek additional sources of revenue for the school operations and scholarships, and to assist the principal in long-range planning. Through sound financial planning and business practices, the school currently has a generous endowment fund. Interest from this fund contributes to the yearly budget which allows for tuition costs to remain one of the lowest in the Diocese of Baton Rouge. A successful Annual Appeal continuously provides funds for classroom resources and professional development. Tuition assistance is provided by the church and school, and 48 need-based scholarships have been established (5 of which are fully funded minority scholarships.)

St. Aloysius has a tradition of academic excellence. The Core Knowledge Curriculum provides a coherent, cumulative, and content-specific curriculum. Dedicated, experienced, and nurturing faculty employ innovative teaching strategies to support the curriculum. Terra Nova scores are consistently above national and diocesan averages. The administration continuously reviews assessment data and works collaboratively with teachers to set goals to ensure continued academic excellence.

The administration has created a culture that promotes continuous adult learning. Regularly structured time is provided for teachers to work collaboratively with their colleagues. The school provides the resources, time, and funding for teachers to attend off-campus workshops and conferences. Numerous on-campus professional development opportunities are provided for teachers each year.

A key strength of the school is promoting and providing for the overall growth and development of all students by addressing their specific needs and abilities. Successful students are challenged through Quiz Bowl, Math Club, STEM Club, accelerated math courses in middle school, and differentiated instruction. Struggling students receive needed support through reading resource, math remediation groups, and teacher tutoring before school. Accommodations such as on-site speech and language therapists, oral testing, copies of teachers' notes, and extended time are provided for students with learning differences. A full-time nurse and three guidance counselors provide support to students with medical and emotional needs.

The hallmark of St. Aloysius School is the nurturing, loving, and fun atmosphere. Students who are happy and relaxed in an affirming environment are better prepared to maximize their potential in all areas. At St. Aloysius, humor, joy, and laughter fill the halls and walkways. Teachers make the curriculum exciting and interesting through innovative teaching strategies. A diversity of gifts and talents among faculty, staff, and administration nurtures students as they grow.

Parents are an integral part of school community. They bring their expertise and many volunteer hours in a multiplicity of venues. Parents assist in over 20 ongoing activities through the Home and School Association as well as participate as religious small group leaders, chaperones, substitute teachers, and assistants for special projects in the classroom. Parents are encouraged to be visible and active on campus.

The faculty and staff of St. Aloysius School recognize that all members of the school community play a part in the ongoing process of building a positive and innovative school climate. Consensus-building is a key component of the school culture. Collaboration builds trust which leads to improved student achievement. A dynamic partnership among school, home, church and the wider community maximizes all available resources to benefit students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Aloysius uses the Core Knowledge Sequence curriculum (CK). CK is unique among educational programs for its presentation of a coherent and cumulative progression of knowledge and skills which helps ensure academic excellence, greater equity, and increased literacy. The curriculum exceeds the Louisiana State Standards, and the school is accredited by the Southern Association of Colleges and Schools.

Language Arts

The CK language arts curriculum is a comprehensive program for teaching reading, writing, listening, and speaking while building students' vocabulary and knowledge across essential domains in literature, history, and science. Listening skills, decoding, phonemic awareness, reading strategies, writing, and fluency are stressed in grades Pre-K-2. Oral reading, guided reading groups, buddy reading, and sustained silent reading continuously build on previously learned skills. Grades 3-5 stress grammar, vocabulary development, reading comprehension, and writing skills. In middle school, novels, short stories, poems, and essays enrich the reading program. Students engage in vigorous writing across multiple genres. Grammar skills are practiced and reinforced on a daily basis with the Daily Grammar program. In order to provide consistency within the literacy program, English and reading are taught in separate classes.

St. Aloysius knows that literacy skills are foundational to success in all subject areas; therefore, many venues are provided to excite the reader and accommodate individual interests. The school library has over 19,000 titles in various genres and reading levels to meet the needs of all readers. Teachers promote leisure reading, and classroom libraries provide extra materials that are appropriate to the specific grade level. The summer reading program encourages students to read during the summer by choosing two novels from a selected list. The school imbues students with a love of reading as evidenced by the school being listed in the 2013 Guinness Book of World Records Summer Reading Challenge as the number one Catholic school in the world for the most minutes logged in summer reading: 2,933,169.

DRA testing is done in grades K-2 at the beginning and end of each school year to place students in guided reading groups and to identify reading strengths and weaknesses. Individual reading folders track each student's progress across elementary grade levels. A reading resource specialist is available for remediation in the younger grades.

Mathematics

St. Aloysius has a strong, comprehensive math program that promotes conceptual understanding and procedural fluency. CK provides a sequential base for competency in math with specific topics to be addressed at each grade level. Students acquire foundational skills through discovery and inquiry and gain an initial understanding of concepts through hands-on learning. As students progress, these concepts are reinforced and expanded with emphasis on problem solving, mastery of facts, and word problems. In upper grades, students strengthen mathematical fluency and problem solving skills and learn to interpret problems, explain results, and utilize mathematical reasoning.

The CK curriculum is enhanced through the use of textbooks, technology, and supplemental math programs. Mastery of basic math skills is enhanced through programs such as Rhymes and Times in third grade and the school-wide online math program Mathletics which allows teachers to tailor the program to the students' individual needs. Math spirals are used to review and reinforce previously learned skills. Individual math folders allow teachers to track a student's progress throughout the elementary years. Math remediation groups and before school tutoring help students who are struggling. For advanced math students, accelerated math courses are offered in middle school, and Math Club provides a venue for the students to participate in challenging math activities. All 8th grade students take Algebra I with an option of acquiring high school credit.

Science

The science curriculum promotes active student involvement through investigation and application of acquired knowledge. CK standards assure that students experience the scientific method through exploration and verification of physical, earth, and life sciences.

Students are exposed to a variety of teaching methods which include lectures, projects, demonstrations, and laboratory experiments. A fully equipped science lab and a lab coordinator ensure that all grade levels participate in lab experiments tied to the curriculum. Videos, guest speakers, field trips, textbooks, informational texts, Gizmos virtual experiments, and STEM Night support the curriculum and imbue students with the excitement of scientific discovery.

Social Studies/History

Specific historical periods are emphasized in the CK curriculum. A sequential base is provided across grade levels for integration and application of skills mastered in other disciplines. Lower elementary classes integrate theme-based projects with language arts. Upper elementary classes examine world history and geography. Middle school focuses on American history and functions of government.

Interactive maps, flip charts, atlases, interactive notebooks, and the use of technology help students with obtaining and organizing information. Special projects such as designing a newspaper to report a historical event or presenting a bill at Youth Legislature bring the content to life. Field trips include visits to the World War II Museum, plantation homes, and the Tabasco factory at Avery Island.

Pre-K

St. Aloysius creates a unique early childhood educational experience based on the premise that preschool children learn best when positive and caring relationships are established, when they receive assistance and guidance, and when they explore their environment through pretend play. Young children are given the opportunity to explore new experiences, roles, ideas and activities in a carefully planned, intentional environment with appropriately based expectations through pretend play.

Pre-K uses a variety of children's books, trade books, nursery rhymes, poems, and fairy tales recommended through CK, along with standards from the National Association for the Education of Young Children and developmentally appropriate practices, to promote phonetic awareness and reading readiness. Cognitive exploration in art, science, and math is created through manipulatives, symbols, drawings, and words. The continuity of the CK curriculum from Pre-K through 8th grade ensures alignment of academic standards and contributes to school readiness and success in primary grades.

2. Other Curriculum Areas:

Visual and Performing Arts

The CK curriculum provides a basis to explore the visual and performing arts. The arts are not a peripheral part of the curriculum but an essential part of knowledge that children should learn. Specific elements of the arts are integrated into regular classroom subjects. In addition, students attend art and music classes for one quarter.

In art, students study the history of art and use various mediums including charcoal, oil pastel, watercolor, printmaking, weaving, and clay. In addition, 8th grade students are introduced to digital photography and yearbook layout.

Music classes provide opportunities for students to sing, play instruments, and listen to, analyze, and compose music. Students in 6th grade participate in choir and have the opportunity to sing at school masses and the Diocesan Large Music Ensemble Festival. The 7th grade curriculum focuses on acting, dancing, choreography, and technical theater, and students perform a musical at the end of the semester.

Physical Education

The PE program aids in the total development of the student through a wide variety of movement experiences. Students are led to an understanding that physical fitness is a lifetime endeavor. The curriculum stresses the importance of a healthy lifestyle, the acquisition of leisure activity skills, and the development of social skills. All students participate in PE for a minimum of one quarter per year. Younger students attend several times a week for the entire year.

Foreign Language

Spanish is provided to all students in Pre-K through 8th grade. Focus of the primary curriculum is on listening and speaking skills and cultural awareness. The middle school program builds on this foundation and progresses to reading, writing, and practicing grammatical structures. The middle school Spanish teacher is high school certified which allows 8th grade students the opportunity to take the High School Spanish 1 proficiency exam. Pre-K class time is 30 minutes per week while Kindergarten through 4th grade times range from 45 to 60 minutes per week. Middle school students take Spanish for one semester per year and attend class three times per week for a total of 150 minutes. St. Aloysius is in compliance with the program's foreign language requirements.

Technology

Computer enrichment class is available to students in grades 3-6. Grades 3 and 4 attend computer class one time per week to learn keyboarding and the use of basic applications such as Power Point, Excel, and Microsoft Word. Grades 5 and 6 attend computer class for one quarter and learn basic programming, advanced use of applications, and internet usage and safety. In grades 7 and 8, technology is integrated into the regular classroom setting for meaningful and authentic learning experiences. Teachers employ various websites and applications to enhance student learning. For example, students create movie trailers of books they have read, plot earthquakes on Virtual Earthquake, use virtual manipulatives in math, and take virtual fieldtrips to the Louvre in art.

Middle school students are able to participate in a Robotics/STEM club which meets several times per week during the school day. In 2014, the club competed at LSU Space Day and won first place.

Religion

As a Catholic school rooted in gospel values and the charism of the Daughters of Jesus, SAS has an excellent religion program that fulfills the school's mission. All teachers are considered catechists and are mandated through word and example to infuse students with gospel values.

As a fully incorporated subject area, religion is taught daily with grade appropriate materials to teach Catholic doctrine, prayer, and morality in a sequential format. Prayer is a mainstay throughout the day. Masses, special religious celebrations, and retreats provide additional spiritual experiences.

Service is an integral component of the program. Students donate to the Greater Baton Rouge Food Bank at each school mass. An average of 1,000 pounds is collected each month. In addition, each grade level is responsible for facilitating a service project. Examples include the 8th graders reading to special needs students at a neighboring school, collecting items for the homeless shelter, and writing letters to veterans.

3. Instructional Methods and Interventions:

St. Aloysius employs a variety of instructional strategies and interventions to meet the diverse needs of students.

Differentiated instruction is employed across all grade levels. Lectures, presentations, and guest speakers support auditory learners. The use of graphic organizers, Thinking Maps, timelines, and interactive notebooks allows visual learners to organize and visualize information. Mobile learning, the use of manipulatives, and hands-on projects help kinesthetic learners in the classroom. For example, a third grade classroom is piloting the use of ball chairs, and fourth grade employs math problem-solving stations to promote movement for students within the learning environment.

Project-based learning allows students to be active and engaged while exploring real-world applications. For example, middle school math students designed and installed a sprinkler system for the school garden. Eighth grade students write plays which are performed by LSU drama students.

Cooperative learning provides students with an opportunity to work together to maximize their own and each other's learning. Students in lower elementary participate in guided reading groups, center activities, and reading buddies. Middle school students share learning through small group activities, lab partners, and peer editing. Cooperative learning also occurs across grade levels. For example, fourth and first graders work together in the school garden and do experiments on Electricity Day.

Cross-curricular activities integrate learning across disciplines. This allows all students to explore the relationship of subjects to one another and see a holistic view of topics. For example, the school garden provides an environment that engages students and allows for cross-curricular activities. Students measure plants, make graphs, predict future outcomes, write about their experiences, and make and eat pesto from basil grown in the garden. Field trips allow for cross-curricular, hands-on learning in new environments.

SAS embraces the use of technology and exposes students to developmentally appropriate, challenging, creative, and collaborative uses of technology to support and extend student learning. Interactive whiteboards, 4 classroom sets of ipads, and two computer labs provide opportunities for hands-on interactive lessons using various applications. Educational websites such as BrainPop, World Book online, and United Streaming enhance learning. Two technology coordinators assist teachers with integrating technology into the curriculum. This year, the school was excited to participate in Code.org's Hour of Code event where all students in grades K-8 learned the basic concepts of computer science with drag and drop programming.

Interventions are provided for struggling students. A reading specialist is available for reading resource in grades K-3. Math remediation groups and before school tutoring help students struggling with math. Special accommodations such as oral testing, copies of classroom notes, preferential seating, extended time, and the use of shadows are offered to students with learning differences.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

St. Aloysius students in grades 2-8 are assessed annually using the Terra Nova Third Edition standardized test as mandated by the Diocese of Baton Rouge. All student scores, including those with learning differences, are included in the school data.

Performance trends found in the data tables reflect high achievement in reading and math for the past five years. St. Aloysius students consistently score above the national and diocesan averages, and scores over the past five years have qualified for Blue Ribbon Status with the exception of 4th grade math.

Horizontal data analysis allows for evaluation of scores in a single grade level for the past five years. In both math and reading, horizontal review shows excellent performance and consistent growth. Exceptional achievement is noted in middle school math.

Significant growth is seen in math for grades 3 and 4. Third grade scale scores increased 6.8 points and fourth grade scale scores increased 9.4 points over a five year period. This growth is a result of targeted interventions for these grade levels. Teachers attended two days of professional development on the use of manipulatives to help struggling students. A math skills group was formed for fourth grade students scoring below the 50th percentile. Students met twice a week to review and remediate math skills. Last year, teachers began using the Mathletics online math program to supplement the math textbook. Teachers were able to track the students' progress and areas needing improvement. These focused interventions contributed to growth in math for these students.

In reading, significant growth is also noted for grades 3 and 4. The school's recent focus on encouraging reading has contributed to this growth. In 2013, students began participating in The Summer Reading Challenge which promoted reading during the summer. Teachers promoted leisure reading and provided free reading time during the school day. Increasing the number of non-fiction titles in the library provided a greater variety of reading materials and increased circulation. Along with the promotion of leisure reading, the use of Accelerated Reader, guided reading groups, and a recently updated reading series have contributed to the significant gains in grades 3 and 4.

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

St. Aloysius School acknowledges that assessment of student learning is an essential component of school effectiveness and regularly uses assessment data to evaluate program effectiveness and improve student learning. Terra Nova scores and other formative and summative assessments provide data to ensure continuous improvement.

Each summer, administrators attend a Terra Nova Score Consultation session sponsored by the diocese. An online portal allows for continuous access to scores in various reports to assist with data analysis. Scores are evaluated by the Continuous Improvement Committee which makes recommendations for curriculum enhancements, program changes or adoptions, and areas targeted for professional development. Programs such as math skills groups, additional accelerated math classes in middle school, and the use of the Daily Grammar program were implemented based on findings from data analysis.

Other forms of assessment are also used to evaluate student achievement. DRA testing is administered in grades K-3 to assess growth in reading. Results are used to place students in guided reading groups and refer students to the reading resource specialist. Writing and math portfolios in Pre-K through grade 5 provide on-going assessments for teachers. Portfolios are shared with parents at Parent/Teacher conferences and are forwarded to the child's next teacher to foster strengths and address weaknesses. Formative and summative assessments are used in the classroom, and teachers use the results to drive the pace of instruction, to evaluate instructional methods, and to identify individual student needs. Mid-term and final exams are given to students in grades 7 and 8.

Parents are regularly informed of assessment results. Terra Nova results, progress reports, and report cards are sent home with students in grades 2-8. Narratives are sent home for students in Pre-K, kindergarten, and first grade. Graded work is sent home in all grade levels for parents to track student progress. Assessment data is shared with community stakeholders at the Parish Education Commission, School Coordinating Committee meetings, and Open House.

Part VI School Support

1. School Climate/Culture

A positive school climate is an integral component of an effective school culture. With Catholic faith and spirituality as a focus, school leaders cultivate a fun, caring community where teachers and students feel valued. This is evidenced by very low teacher turnover and a high student retention rate. "Work hard, play hard, pray often" has become the unofficial motto of the school.

Each school year begins with a presentation that involves fun performances by administrators, faculty and often some parents and students. This assembly has both a fun and spiritual component and sets the tone for the upcoming school year. Other fun activities and assemblies are planned throughout the year to engage and motivate students.

Teachers foster positive and caring relationships by greeting students as they enter the classroom, meeting with individual students as needed, and providing extra help for struggling students before school. The Student Advisory Board allows students to present ideas and concerns to the principal. An open door policy encourages students to express concerns to teachers, counselors, and administrators.

The school motivates students through acknowledgement of academic and behavioral excellence. Principal's Awards are presented to students during assembly each quarter to recognize Christian behavior and overall effort. Lion tickets, which reward students in grades K-4 for positive behavior, are given daily, and a weekly drawing is held for prizes. Each quarter, middle school students with an A average receive an Honor Roll certificate, and positive behavior is celebrated with Treat Day. Notices of Improvement are given to students who show progress in behavior or academics.

Guidance programs provide social and emotional support to students. Using the resource Have You Filled a Bucket Lately, elementary counselors promote positive interactions among students. Middle school programs focus on conflict resolution and bullying prevention. Counselors are available to meet individually with students, and small groups address topics such as grief, study skills, and social and emotional issues.

Knowing that building trust among faculty and staff leads to improved student achievement, SAS focuses on appreciating and supporting teachers. In grades Pre-K through 2, teaching assistants aid teachers in the classroom. Clerical assistants are provided for teachers in grades 3 and 4. Middle school teachers are afforded two periods off per day to collaborate and plan. The administration encourages teachers to risk trying something new and different with the curriculum, and they are supported with adequate funding, space, and time to do so. Walkthrough and formal observations allow for frequent, positive feedback on classroom instruction and climate. Faculty socials such as scavenger hunts, potlucks, and parties foster relationships. Service activities such as adopting families at Thanksgiving and Christmas bring faculty together for a common cause.

2. Engaging Families and Community

St. Aloysius recognizes that all members of the school community play a part in the on-going process of building a positive school climate. Parents are critical allies who work in partnership with the school. They are not only visible on our campus as volunteers, but also have an open invitation to visit the campus. Parents are encouraged to attend morning assembly, have lunch with their children, attend field trips, attend mass, and volunteer for classroom activities such as school garden maintenance and lab dissections. Parents also participate as retreat leaders, 8th grade gospel-based small group leaders, guest speakers, and Junior Achievement volunteers. The SAS Home and School Association recruits volunteers to facilitate various projects. This year, over 600 parents and grandparents are volunteering. Special programs called Supper and Substance and Lunch and Learn offer guest speakers to enrich parents' understanding of topics such as internet safety and bullying. During Grandparents' Day, grandparents visit their grandchildren in

the classroom and participate in fun activities. Parents and grandparents are visible and welcome on campus.

The school has a long established relationship with LSU. College science students participate in STEM Night and also facilitate science experiments with various grade levels. Drama students perform plays that 8th graders have written, so the students can see the real-world application of their work. Education majors observe classroom students, and counseling students have interned with the guidance counselors. The LSU Opera Outreach Program performs for elementary students.

SAS utilizes grants and partnerships from business communities such as Exxon, Community Coffee, Target, and Raising Cane's to acquire additional teaching resources. Federal and state grant money is secured to promote educational goals. Grant monies were used this year to purchase Gizmos online interactive science manipulatives and ipads for kindergarten classrooms.

Communication is the key to positive school/community relationships. The school encourages input from parents and parish members through the Parish Education Commission, the Parish Finance Committee, and the SAS Coordinating Committee. The school website provides on-going and updated communication about the school. Printed communications include the Parent/Student Handbook, the weekly ABC parent newsletter, and Aloysius Outlook which is sent three times a year to stakeholders to highlight school activities. Emails and parent broadcasts facilitate communication with parents. Specific dates are planned for parent/teacher conferences; however, parents are encouraged to schedule conferences at any time to discuss concerns.

3. Professional Development

Believing that continuing education is the key to ensuring classroom and school-wide innovation, professional improvement is highly valued and supported. The administration strongly encourages teachers to continue their professional skills and promotes and provides funds for national, state, and local professional improvement opportunities. The school also provides on-campus workshops on topics that support school goals.

The Diocese of Baton Rouge provides many opportunities for professional development. The Catholic Educators' Gathering is held each August for all teachers and administrators in the diocese. Teachers from SAS are encouraged to present best practices at this gathering. Additional in-service opportunities are offered each year and have included topics such as Rigor, Relevance, and Relationships and Brain Compatible Learning. Administrators attend regular diocesan meetings for principals and assistant principals where topics are presented and ideas are shared.

St. Aloysius regularly provides professional development opportunities based on current school goals. In 2012, lead teachers attended the TCEA conference in Austin which supported the school goal of increased technology use in the classroom. A speaker from this conference provided on-campus workshops and presented technology integration ideas to the entire faculty. Last year, teachers in grades 1-4 attended an on-site workshop by Lindamood-Bell on the On Cloud Nine math program. This presentation supported the school's efforts to improve elementary math scores by demonstrating ways to use manipulatives for struggling math students. This year, professional development is focused on the school goal of building and strengthening relationships. Teachers are participating in a Teaching to Your Strengths workshop. Teachers completed an on-line survey which detailed each teacher's top five strengths. Regular meetings discuss how these strengths can be used to build relationships with students and improve student engagement and achievement. Another focus this year is on Visible Learning which promotes the idea that teachers are most effective when they are evaluators of their own teaching. Information on Visible Learning is sent out weekly to teachers to read and apply in their classrooms. The school also provides ten hours of religious education credits each year to support teachers in achieving Basic and Intermediate diocesan religious certification.

Regular, on-going collaborations and observations provide teachers with ideas and tools to use in the classroom. Teachers participate in grade level and subject area meetings where they discuss best practices.

Peer to peer evaluations allow teachers to observe other teaching methodologies, provide feedback, and reflect on effective teaching practices. Frequent walk-through observations are done by administrators and logged into the E-walk program. Data from these observations is used to provide individual and group feedback and to plan future professional development.

4. School Leadership

St. Aloysius maintains a dynamic and collaborative leadership team dedicated to the school mission and the charism of the Daughters of Jesus. With a focus on collaboration and consensus building, the leadership team builds trust among faculty and staff.

The administration follows the pastor/principal model with the School Coordinating Committee and Parish Education Commission serving as advisory boards. The principal reports directly to the pastor and the Superintendent of the Catholic Diocese of Baton Rouge. The principal oversees fiscal matters, religious programs, physical plant, curriculum and instruction, supervision of teachers, and hiring of all school personnel. The principal has placed the school on sound financial footing. The school has a substantial contingency fund of over \$1.7 million, an endowment fund of over \$2.4 million, and 48 need-based scholarships. The Annual Appeal raises money for technology, professional development, classroom resources, and a contribution to the endowment fund.

The principal has served the school for 29 years. He is well respected in the school and community. He was appointed by Governor Jindal to the state Board of Elementary and Secondary Education where he served for five years. He was named Distinguished Principal by both the NCEA and NAESP and has been voted the city's favorite principal several times by a local parents' magazine.

The administrative team, which consists of the principal and three assistant principals, ensures integration with the parish and community and cultivates partnerships with parents. Assistant principals have assigned areas of focus which include discipline, curriculum and instruction, student services, and scheduling. They support the principal to ensure high expectations for teaching and learning and adherence to policies and procedures. They work closely with teachers, counselors, parents, and students to promote student success through academic, spiritual, and social growth.

The administrative team meets regularly to evaluate program effectiveness, set goals and expectations, and discuss student progress. The principal shares goals and expectations with faculty, students, and parents through regular faculty meetings, school board meetings, student advisory meetings, Open House, and publications. The administration maintains an open door policy where teachers, parents, and students are welcome to express ideas and concerns.

Cultivating a welcoming and caring environment is a focus of the leadership team. Fun activities, such as the principal reading on the school roof to promote recreational reading, allow administrators to be visible and participate in the learning process. Each student and staff member's birthday is recognized at daily school assemblies to celebrate each individual. Staff socials and activities promote positive relationships.

The leadership team at St. Aloysius is highly effective and prides itself on continuing the tradition of faith formation, academic excellence, and positive school climate.

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	\$4075
1	\$4075
2	\$4075
3	\$4075
4	\$4075
5	\$4075
6	\$4075
7	\$4075
8	\$4075
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$4769
(School budget divided by enrollment)
5. What is the average financial aid per student? \$2469
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 4%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	640.93	639.93	636.02	636.43	634.23
Number of students tested	123	123	125	119	121
Percent of total students tested	100	99	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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2004</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	658.03	644.96	651.24	652.45	648.62
Number of students tested	123	125	121	119	121
Percent of total students tested	99	100	99	99	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:

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	675.06	672.18	676.83	671.16	672.06
Number of students tested	125	124	121	121	124
Percent of total students tested	99	100	99	99	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:

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	695.82	701.05	692.67	695.73	693.06
Number of students tested	127	119	123	125	119
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:

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	712.12	707.69	712.44	712.3	712.51
Number of students tested	121	118	122	116	119
Percent of total students tested	98	100	99	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:

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	722.23	724.41	724.42	723.48	727.34
Number of students tested	111	122	116	113	104
Percent of total students tested	97	100	100	99	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:

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	653	650.07	646.77	647.53	642.3
Number of students tested	123	123	125	119	120
Percent of total students tested	100	99	100	100	99
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:

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	665.56	659.47	660.76	662.29	656.82
Number of students tested	123	125	121	120	121
Percent of total students tested	99	100	99	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:

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	677.64	674.31	680.77	671.99	680.59
Number of students tested	125	124	121	121	123
Percent of total students tested	99	100	99	99	99
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:

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	685.83	687.97	681.59	684.65	683.58
Number of students tested	127	119	123	125	119
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:

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	699.03	694.32	699.36	696.4	690.39
Number of students tested	121	118	122	116	119
Percent of total students tested	98	100	99	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:

REFERENCED BY NATIONAL NORMS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	710.32	712.64	712.01	712.11	707.21
Number of students tested	112	122	116	114	104
Percent of total students tested	98	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: