

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. Jane W. Kosash

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

Official School Name Nerinx Hall

(As it should appear in the official records)

School Mailing Address 530 E Lockwood Ave

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

City Webster Groves State MO Zip Code+4 (9 digits total) 63119-3217

County St. Louis State School Code Number* 263570

Telephone 314-968-1505 Fax 314-968-0604

Web site/URL http://www.nerinxhs.org E-mail jkosash@nerinxhs.org

Twitter Handle <https://twitter.com/hallmar> Facebook Page <https://www.facebook.com/NerinxHall> 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* Mr. John Gabriel E-mail: jpgabriel@nerinxhs.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 Mr. John Scott

(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. 15 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 | 0 | 0 | 0 |
| K | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 166 | 166 |
| 10 | 0 | 119 | 119 |
| 11 | 0 | 153 | 153 |
| 12 | 0 | 149 | 149 |
| Total Students | 0 | 587 | 587 |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 6 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84 % White
 - 4 % 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 | 1 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year | 6 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 7 |
| (4) Total number of students in the school as of October 1 | 587 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.012 |
| (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: 7 %
 Total number students who qualify: 40

9. Students receiving special education services: 9 %
50 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>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>19</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>30</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</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 | 8 |
| Classroom teachers | 48 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 4 |
| Paraprofessionals | 1 |
| 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 12:1

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

| Required Information | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 98% | 97% | 97% | 97% |
| High school graduation rate | 100% | 100% | 99% | 100% | 100% |

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 | 163 |
| Enrolled in a 4-year college or university | 99% |
| 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 | 1% |

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. 1991

15. Please summarize your school mission in 25 words or less: Our mission is to empower young women to know themselves and their world, to nurture students' individual gifts, and to call them to Christian action.

PART III – SUMMARY

Nerinx Hall High School is a Catholic, college-preparatory, private high school for young women, founded by the Sisters of Loretto in 1924. Nerinx Hall is recognized as a school where students engage in intellectual and spiritual discovery. Nerinx gives students responsibility and freedom, empowering them to own their place in the world and to use their talents to make a difference. Eighth grade applicants cite a friendly, warm, caring environment, along with a strong academic program as their top reasons for choosing Nerinx Hall.

As a private school, Nerinx Hall must recruit and attract eligible students from throughout the entire St. Louis metropolitan area. Although Nerinx is situated in Webster Groves, only 13% of the students reside within that zip code. Current students come from 72 different zip codes, and they entered Nerinx Hall from 130 different elementary or middle schools.

The Nerinx Hall philosophy states, “We believe with the Sisters of Loretto that diversity within a community is enriching. Thus, we seek diversity in our faculty and student body.” As an all-girls’ school in which the majority of students are Catholic, Nerinx looks to other areas for diversity. In response to the philosophy, Nerinx continues to make efforts to diversify enrollment and provide financial assistance to help families who struggle to afford the tuition, laptop expense, and other fees. Currently, 16% of the students report that they are students of color, and 31% of the students receive tuition aid.

Students are selected for admission based on standardized testing and report cards from sixth, seventh, and eighth grades. In addition, candidates give more information about themselves through written applications and interviews. Nerinx accepts students who agree that they are ready to challenge themselves in a college-preparatory program and desire to be part of the Nerinx Hall community. Each application is reviewed on an individual basis.

As a school founded by the Sisters of Loretto, Nerinx Hall's vision is inspired by the Loretto values of faith, community, justice, and respect. The philosophy states: "Nerinx Hall High School is grounded in the belief that educated, caring, empowered young women are essential to our world. Thus, we have three primary goals. We strive to help each young woman know herself and her world. We offer her a supportive community of faith that nurtures her individual gifts, enlivens her spirit, and reveals a world where hope prevails. We invite each young woman to deliberate Christian action in her world."

The fact that the philosophy and the Loretto values are truly a part of the Nerinx identity is a source of pride. The philosophy and values are the driving forces behind decisions, programs, and the school's sense of community.

The faculty uses best practices and the standards of each discipline to fulfill the goals set out in the vision, as seen in the curriculum guides. Clearly articulated expectations and assessments reflect a college-preparatory curriculum. Syllabi outline student expected classroom performance.

The curriculum outcomes detail how goals are infused into the curriculum. Some of the methods that support achievements include: a variety of challenging courses on both the regular and honors level, including dual credit and AP; curriculum that is aligned with discipline-specific national standards, the ISTE technology standards, college-preparedness standards, critical thinking standards, as well as the Loretto values and the Nerinx Hall outcomes; and community/national/world experiences such as assemblies, field trips, immersion/exchange/service trips. Co-curriculars and visiting speakers provide additional learning opportunities.

In addition, other enrichment opportunities include four years of theology as well as an annual retreat; a choice of over 30 clubs and organizations covering academic, arts, service, athletic, and leadership areas of interest; 30 athletic teams in 12 different sports; and a multitude of opportunities in the fine arts including musicals and plays, orchestra and wind ensemble, visual arts, dance, and stagecraft. Students are recognized

formally for their contributions and accomplishments at the annual SHE (Students Honored for Excellence) Day, the Academic and Leadership Awards Night, and Athletic Awards evenings.

In a typical year, 100% of the seniors are accepted into a college of their choice. Students in the class of 2014 were accepted into 160 different universities, and 90% of the class received scholarships totaling \$28 million. National Merit Finalists and Commended Scholars are named each year.

Since being named a Blue Ribbon School in 1991, Nerinx has changed in many ways: it became a 1:1 laptop school in 2004 and is now focusing on STEM in the science department with 3-D printers and robotics courses. In 2007, the school opened a state of the art theatre and fine arts building as well as an artificial turf field for use by athletic teams. Nerinx continues to attract applicants who appreciate the focus on aesthetic education and the extensive athletic offerings. The recognition received mirrors the school's pride in continuing efforts to offer rigorous academics in a warm and nurturing environment that empowers young women.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Because students come from 130 different feeder schools with varied preparation for high school, Nerinx completes a meticulous review of applicant records. Some students must complete summer Study Skills and Math Skills courses to support their academic achievement at the high school level. Others may be placed in advanced courses.

The Nerinx Hall curriculum is aligned by student grade level across disciplines. Departments share curriculum guides to encourage reinforcement of basic skills and ensure there are no gaps in the curriculum. All academic expectations and graduation requirements are clearly delineated.

The faculty analyzes the student work of honors course candidates each year. This process includes looking at achievement in previous courses to ascertain the potential for future success in honors courses. For example, the Math and Science Departments engage in ongoing discussions concerning placement in those disciplines. In addition, the English and Social Studies Departments review student performance to determine acceptance into college credit courses. Advisors work with students individually to assist them with planning their schedules based on their interests, abilities, and future plans.

Counselors and administrators meet and discuss students with learning and/or behavioral issues to identify strategies that address these students' needs. Freshman and sophomore staffings are held to identify struggling students and implement interventions. The Learning Specialist provides accommodations for students with special needs, such as extended time for testing or further assistance with study skills, time management, or test-taking anxiety. These strategies allow faculty to pinpoint how students are doing in each discipline, whether or not they are acquiring foundational skills, and how to best serve those students performing both below and above academic expectations.

The majority of the students require few or no interventions. Many students excel in the rigorous curriculum. Students are recognized with special honors by the faculty at the end of each academic year.

All students take four years of English courses which emphasize reading, writing, and speaking skills. All freshmen are placed in Introduction to Freshman Composition to ensure that they have a set of skills necessary for the strong writing expectations at Nerinx Hall. Second semester freshmen take Introduction to Western Literature allowing them to use their writing skills in the analysis of literature from Beowulf to Shakespeare. Sophomore year concentrates on writing in various modes, from creative to expository, with emphasis on a culminating research project and essay. Junior year is a survey course of U.S. Literature; an interdisciplinary option of U.S. Literature/U.S. History is also available. Seniors are able to choose from a variety of 15 elective courses based on their interests and skill levels including honors, AP, and college credit.

Nerinx requires three years of mathematics; however, 100% take four or more years. Students are placed in a level of math that is consistent with their abilities based on a freshman entry-level math test, standardized testing, and past classroom performance. Each year, student performance and skills are reassessed to appropriately place students for the following year in an honors or non-honors course. Class offerings include: Algebra I, Geometry, Algebra 2 Trigonometry, Advanced Math, Pre-Calculus, Calculus (AP or college credit), and AP Statistics.

The Science Department requires three years of science, however, this year 98% are taking four or more years. The curriculum is based on a "Physics First" approach, which provides students with skills needed for all science classes. Chemistry or Chemistry Honors during sophomore year reinforces and builds on science skills such as conversions, graphing, and data analysis. Biology or Biology Honors in junior year builds on previous coursework applying these concepts to biological systems. Other electives include: Anatomy/Physiology, Astronomy, Anthropology, Forensics, STEM (Robotics), Advanced Physics Honors (college credit), AP Advanced Chemistry Honors, and Independent Study which allows for student

interaction with professionals in a specific area of research.

The Social Studies Department requires three credits of social studies for graduation. Most students also take one of 10 additional electives. Required courses progress from an Introduction to World History with a focus on Europe in their freshman year and a continuation of the study of non-western World History as sophomores. Juniors take a survey course of U.S. History with the option for an interdisciplinary course with U.S. Literature (college credit level) and take American Politics as seniors. Social Studies develops historical and cultural literacy of each student through the study of peoples, places, and events.

The Nerinx Hall curriculum supports college and career readiness through its rigorous course of studies that promotes higher level thinking skills. Courses challenge students to demonstrate critical thinking skills and transferable knowledge. An intensive writing program prepares students for college writing. The focus on STEM prepares students for future careers in engineering and other science/math-related careers. The numerous AP, college credit, and honors course offerings available to the students challenge them to perform and achieve at a level which will be required when they attend college. One hundred percent of the students advance to a four- or two-year college or university.

2. Other Curriculum Areas:

Nerinx Hall believes in a well-rounded student. The philosophy espouses that Nerinx produces empowered young women who know themselves and their world. Nerinx offers many choices created to enrich the students' lives through theology, fine arts, physical education, world language, and technology. There are 30 athletic teams in 12 different sports for the growth and learning involved in team sports. The philosophy inspires young women to deliberate Christian action in the world. The study of theology helps students integrate knowledge of the Catholic faith into their lives.

The theology program invites students to acquire self-knowledge and moral decision-making skills. Freshmen learn about the history of Nerinx Hall and the Loretto Sisters, the school founders. The study of scripture reinforces the Loretto values and informs students' daily lives through prayer and participation in the life of the Catholic Church. Sophomore theology focuses on the global presence of the Catholic Church and introduces students to world religions with the goal of respecting diversity. Juniors study Christian ethics, Church history and the Second Vatican Council. A service immersion experience is part of the junior curriculum. Seniors take Christian Life Commitments, a capstone course that concentrates on Catholic values and social justice in a secular society. In addition, seniors choose a course from six elective options and fulfill 30 hours of service.

Nerinx Hall takes pride in its position in the St. Louis market as a high school with an extensive program in the visual and performing arts. Six stage performances are produced each year. Music courses include vocal and instrumental classes, all of which lead to local and national competitions. Theatre courses include Acting, Directing, and Stagecraft. Dance offerings include Introduction to Dance and Jazz/Modern Dance. Visual arts courses include Drawing, Painting, Ceramics, Sculpture, Basic Design, Digital Art, Photography, and Fibers. Nerinx requires a freshman fine arts selection of art, drama, or music, and all seniors take an interdisciplinary study of the humanities.

The Physical Education program educates the students to live an active and healthy lifestyle throughout their high school years and into the future. Freshmen and sophomores take one quarter of P.E. Additionally, students choose a minimum of three activity classes from 12 different course offerings as a graduation requirement. Sophomores are also required to take one quarter of Health, which focuses on nutrition, fitness, and the physical and mental aspects of health.

The World Languages Department offers five levels of French, German, Latin, and Spanish, including AP and college credit. There are currently three levels of Mandarin with a fourth year to be added next year. Students are required to take two years of a language, however 88% of juniors and 77% of seniors continue into their third and fourth year of the same language. In addition, some students begin to study another language in their junior or senior year. Annually, students receive national exam awards. Students are enriched through exchange opportunities with schools in Germany and France.

In order to ensure that students have the necessary computer skills in all disciplines, the Business and Computer Technology Department requires Computer Applications I either during the summer before their freshman year or during their first semester. This course concentrates on keyboarding, word processing, use of the Internet as an academic tool, and developing multi-media presentations. During the required Computer Applications II course, students further their skills with the introduction of additional software, computer programming, and basic features of spreadsheet design. Several elective courses in business and computer technology are offered including Personal Finance, Marketing, Robotics, Computer Programming, Introduction to Business, and Accounting.

Nerinx Hall has been a 1:1 laptop school for 11 years, and has been named an Apple Distinguished School for the past eight years. The Apple Corporation awarded this distinction due to the school's demonstrated success as a 21st century learning environment. The Technology Integration Specialist serves as a valuable resource in assisting teachers to effectively incorporate technology throughout the entire curriculum.

3. Instructional Methods and Interventions:

Nerinx Hall initiated the use of the block schedule over 15 years ago in order to assist college-bound students in adapting to a schedule similar to colleges. Classes meet every other day for 90 minutes allowing for greater flexibility in class time use, i.e. science labs, art projects, group work, presentations, project-based learning assignments, inquiry-based curriculum, and collaborative projects. This flexibility allows for differentiated instruction that meets students' learning styles. In addition, teachers use differentiated assessments to support varied student skills.

The 1:1 laptop program and wireless network allow students to complete work with technology support. This also keeps the lines of communication open between teachers and students with emails, wikis, and flipped classroom approaches to assist students in keeping abreast of course expectations. Teachers use SMART Board technology, Open Class, and FaceTime applications to extend accessibility of teacher notes and classroom materials inside and outside of the classroom setting.

A 35-minute period of time every day called contact time allows students to seek teachers for assistance and/or clarification on class work. Students may also receive one-on-one tutoring from their teachers during teachers' free periods. A Writing Coach is available at contact time, before and after school, and by appointment during scheduled free periods. The National Honor Society members sponsor peer-tutoring sessions before semester exams and by appointment during the year.

The Counseling Department is instrumental in addressing interventions for students. The Learning Specialist works with students with documented needs and with any student who requests assistance. Each student is assigned a counselor who supports her all four years. In addition, the counselors meet with faculty members at the beginning of students' freshman and sophomore years for staffings in which teachers discuss student challenges that sometimes appear across the disciplines.

Nerinx Hall offers a summer study skills course for incoming freshmen whose applications suggest a need for extra help. These study skills enhancements continue in a freshman assistance program called FAST (Freshman Academic Support Time) Class in which freshmen are supported in their transition to high school-level expectations. Faculty members continually work together to assess student performance and accurate placement in courses.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Nerinx Hall has administered the ACT EXPLORE to freshmen. In the past five years 72% to 79% of freshmen have scored in the 75th to the 99th percentile for the overall composite score. Seventy-nine to 93.3% of the students met the Reading benchmark scores and 59% to 80.8% met the Math benchmark scores.

Sophomores take the PLAN. Five years of scores reflect 76% to 85% of students scoring in the 75th to 99th percentile in overall composite scores. In the past five years 83% to 96% reached the Reading benchmark scores, and 63% to 69.7% reached the Math benchmark scores.

All Nerinx Hall juniors take the PSAT and consistently score above state and national norms. In 2013-14, students exceeded the national mean score by 7.7 points and the state mean score by 3.4 points in Critical Reading; exceeded the national mean score by 4.5 points and the state mean score by .7 in Math; exceeded the national mean score by 9.3 points and the state mean score by 5.1 points in Writing (College Board PSAT Summary Report, 2013-14).

Typically, 100% of Nerinx Hall students take the ACT. Of the 159 students in the 2014 graduating class who took the ACT, 120 or 75% scored in the 75th to the 99th percentile for the overall composite. Average ACT Reading scores in the past five years have ranged from 26.9 to 28.1, regularly exceeding the average Missouri Reading score by at least five points.

Nerinx Hall Math scores have consistently surpassed the state scores. Nerinx scores ranged from 24.4 to 25.0 in the past five years with state scores averaging from 21.0 to 21.1.

According to ACT documentation, 100% of Nerinx students are ready for college level coursework in the area of College English Composition compared to 72% of Missouri students; 85% were measured as being ready for College Algebra compared to 45% statewide.

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

Nerinx Hall has a systematic process for organizing, documenting, analyzing, and sharing data related to student performance and overall school effectiveness. The online record system, PowerSchool, allows parents and students access to individual academic records. In addition, Nerinx also collects standardized test results, common assessment results, demographic data, course enrollment, course-taking patterns, student retention, discipline, and attendance for all students. Students complete course evaluations, and parents are also surveyed about overall school effectiveness. These results are shared with the stakeholders and faculty each school year. Additional faculty meeting time allows for more in-depth examination and analysis of the data collected. Within academic departments, teachers collaborate to track individual student progress and differentiate instruction to meet student needs.

In developing the assessment process, Nerinx Hall improved its effectiveness in providing data, making the analysis of data a scheduled and informed practice, and formulating the means to improve efforts toward successful educational outcomes for all students. This process establishes the structure for data review in future years. As trends emerge, the school's systematic process assists faculty and administration in making data-based decisions while identifying needs, setting priorities, and focusing efforts for school-wide improvement. Collecting and organizing data has helped create a more effective method for future data retrieval and access. These readily accessible documents guide faculty in making informed decisions regarding teaching and learning.

A concrete example of data analysis use is the implementation of the School Improvement Plan to support students in the area of technical/critical reading. Implementation of strategies to address this identified need currently guides curriculum development, professional development topics, and classroom instruction. The continued collection of data measures student progress and helps determine the effectiveness of programs and strategies.

Part VI School Support

1. School Climate/Culture

Nerinx Hall not only embraces diversity but promotes inclusivity. All community members are encouraged to participate fully in their areas of interest and to explore new opportunities. The Big Sister/Little Sister program fosters a sense of belonging by creating “families” of students from each grade level led by a faculty advisor. The schedule includes a block of time reserved specifically for advising, one-on-one instruction, peer tutoring, and club meetings. With over 30 clubs that encompass academic, social justice, environmental justice, and service interests, students have the opportunity to gather with like-minded peers and organize projects which empower themselves and others. Students recognize and appreciate each other's varied talents. Nerinx has a Counseling Department, a Campus Ministry Department, and a Wellness Club to focus on the emotional, spiritual, and physical growth of students. Nerinx promotes student leadership by offering a broad range of positions within clubs, class officer positions, and two branches of school-wide student government.

Nerinx also promotes leadership in the classroom through a rigorous curriculum. The Aesthetic Education Coordinator, Technology Integration Specialist, and Learning Specialist infuse the arts, technology, and resource support into classroom instruction, respectively. The varied program offerings include numerous Advanced Placement classes, college credit courses through local universities, interdisciplinary programs, a strong writing program, STEM courses and extra-curricular activities, five levels of study in world languages, and an award-winning and highly reputed fine arts program. Additionally, teachers practice differentiated instruction, making accommodations for students' individual needs and strengths.

Teachers feel valued and supported with continued opportunities to expand the curriculum and pursue professional development. Teacher Appreciation Week, positive recognition from administration, Teacher Excellence Awards, Fathers' Club honors, and Mothers' Club luncheons provide additional recognition.

Nerinx is proud of the school spirit and high level of involvement of the students and faculty. Students and teachers have strong relationships. Students embrace a challenging curriculum in a place they call their second home. Their enthusiasm, dedication, and love of Nerinx enliven our school. The community emphasizes that “trust empowers.” As such, Nerinx allows student autonomy and teaches personal responsibility as part of the college-preparatory environment. This climate attracts numerous seventh and eighth grade visitors each year who desire to experience the warm and stimulating community firsthand as prospective Nerinx Hall students.

2. Engaging Families and Community

Parent investment is critical to success. Nerinx reaches out through numerous avenues. Immediately upon acceptance into the school, parents are welcomed into parents' clubs, which serve as community organizations. Parents are informed of various networking events as well as opportunities to support school endeavors. Mothers and fathers enjoy involvement in their daughters' educational community. For example, the Fathers' Club sponsors an annual essay writing competition. The weekly newsletter keeps parents apprised of school news, opportunities to engage, and school activities. Nerinx solicits parent input through periodic surveys. The annual auction brings together parents, faculty and staff, and alumnae to support the school and strengthen our community, all while having fun.

The lines of communication also cover their daughters' academic progress through Parent/Teacher Conferences, progress reports, and PowerSchool online grade updates. Parents are encouraged to call or email at any time, for any concern. Maintaining strong relationships with parents is a priority for the institution.

Parents and alumnae often visit classrooms as speakers. Parents help faculty transport students for field trips, and alumnae have assisted with service trips. Both parents and alumnae have served as mentors in the career shadowing program. Alumnae and parents are not mutually exclusive groups. Many alumnae pride

themselves on having multiple generations of women who have attended Nerinx Hall. A recent survey of alumnae from the last 10 years indicated that 97% would recommend attending Nerinx Hall.

The sense of community extends beyond Nerinx Hall. Through the Plunge program (a day of immersion in community service) and through the Outreach Club students are actively upholding the mission of “deliberate Christian action in the world.” The Theology Department’s senior service requirement, in which seniors fulfill 30 hours of service, offers yet another opportunity for students to engage with the greater St. Louis area. Plans are underway to implement required service opportunities for all grade levels.

There are extensive and ongoing relationships with local universities: St. Louis University, University of Missouri-St. Louis, and Webster University. For example, the partnerships with these esteemed universities allow Nerinx to offer college credit courses, use college library facilities, and observe cadaver dissections. German students successfully participate in an annual German Day competition at Washington University. St. Louis’ rich cultural history allows for many other off-campus learning excursions, including visits to the St. Louis Art Museum, the Frank Lloyd Wright House in Ebsworth Park, the Botanical Garden, the Repertory Theatre of St. Louis, Shaw Nature Reserve, the Cathedral Basilica of St. Louis, and Shaare Emeth Synagogue.

3. Professional Development

Nerinx Hall’s short and long-term plans emphasize that professional development empowers teachers to implement innovative strategies for continued student achievement. Ninety percent of the faculty hold advanced degrees. Nerinx Hall supports teachers who wish to continue their educational pursuits, attain multiple degrees, attend and present at conferences, and participate in other modes of professional development. The administration asks departments to share information gleaned from such professional development with their colleagues at department and faculty meetings. There is a generous allocation of funds for pursuit of advanced degrees, workshops, and conferences accessible to faculty members. Teachers are encouraged to attend both technology and discipline conferences, such as the Midwest Educational Technology Conference, National Council of Teachers of English Annual Convention, Missouri Council of Teachers of Mathematics Conference, National Catholic Educational Association Conference, National Conference for Social Studies, AP (Advanced Placement) workshops and conferences sponsored by the College Board, and ASCD (Association for Supervision and Curriculum Development) workshops, among others.

Within the community, Nerinx supports professional development of one another through participation in workshops for the School Improvement Plan. Specialists and professors on topics as diverse as data interpretation and analysis, critical thinking, and learning disabilities have presented to the faculty. Faculty have developed Professional Learning Communities (PLCs) for the consideration of instructional concerns and student development with colleagues. Prior to the organization of these groups, the faculty received professional instruction regarding the function and procedural performance of PLCs.

The process of sharing findings allows for the improvement of classroom instruction. Specific presentations by and for faculty members stimulate new approaches and inventive presentations of content. Experience shows that teachers who are willing to be learners bring enthusiasm for their discipline and understanding of the learning process back to their classrooms, thus enhancing the students’ classroom instruction.

Within each department, teachers collaborate on creating and updating curriculum guides, common assessments, evaluations and updates of existing courses, and shared rubrics for evaluating projects as detailed and diverse as the English writing program’s research project to chemistry and biology lab reports.

Regular instructional time between the Technology Integration Specialist and individual, as well as small groups of faculty members, offers faculty exposure to new applications for the classroom. The response from not only administrators, but also other stakeholders, specifically parents, is in favor of the benefits gleaned from professional development for faculty as leading directly to enhanced student achievement and overall school improvement.

4. School Leadership

Nerinx Hall's leadership philosophy is rooted in the values of the founders, the Sisters of Loretto, and emphasizes faith, community, justice, and respect. In all things, three primary goals are kept in mind: helping young women know themselves and their world; nurturing their gifts and enlivening their spirits; and calling them to Christian action. Informed by these values and goals, leadership is team-oriented with an open-door approach welcoming stakeholder interaction in decision-making. Teachers, parents, students, and other community members are able to share their ideas and concerns with school leaders.

Under the guidance of the Board of Directors, the administrative team includes the President, Principal, Associate Principal, Director of Technology, Director of Finance, Director of Communications, Director of Advancement, and Facilities Director. Together, they collaborate to serve the students and their families, faculty, staff, and alumnae. Weekly administrative meeting minutes are shared with the faculty to facilitate consistent communication. The Principal, Associate Principal, and Department Chairs engage collaboratively in discussions of school scheduling, student success, and student and faculty concerns during weekly meetings.

The President focuses on institutional advancement and other fiscal concerns. The Principal's focus is on school management and instructional counsel for the faculty. The Associate Principal facilitates and oversees the day-to-day operation of the school, student discipline, and student activities. Department Chairs play a significant role in maintaining high standards within individual departments and foster the respect and autonomy granted to faculty. The Principal and the Associate Principal guide the two branches of student government and are therefore instrumental in directing students' leadership skills and modeling time management and prioritizing duties. These skills are critical to the students' future achievement.

Nerinx Hall allows for and encourages collaboration among its constituents. Through open access to administrators, consistent communication, and formal policies enumerated in the student and personnel handbooks, Nerinx Hall sets students up for success. With the philosophy as the guiding principle, the administrators uphold policies, maintain and develop programs and strong working relationships, and keep a watchful eye on the acquisition and dispersion of resources for the students' welfare.

The Board of Directors is responsible for creating and approving the Five-Year Strategic Plan. Stakeholders' input is solicited in the formulation of this plan, and the Board invites collaboration in its vision. This Five-Year Plan guides the focus for improvement in the areas of student achievement, educational effectiveness, teacher development, fiscal accountability and facility upgrades, in order to continue to provide an excellent learning experience for students in keeping with the Nerinx Hall philosophy.

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 | \$0 |
| 1 | \$0 |
| 2 | \$0 |
| 3 | \$0 |
| 4 | \$0 |
| 5 | \$0 |
| 6 | \$0 |
| 7 | \$0 |
| 8 | \$0 |
| 9 | \$12250 |
| 10 | \$12250 |
| 11 | \$12250 |
| 12 | \$12250 |

4. What is the educational cost per student? \$13650
(School budget divided by enrollment)
5. What is the average financial aid per student? \$4500
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 12%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 31%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

| | |
|------------------------------|--|
| Subject: <u>Math</u> | Test: <u>ACT</u> |
| Grade: <u>12</u> | Edition/Publication Year: <u>2014</u> |
| Publisher: <u>n/a</u> | Scores are reported here as: <u>Scaled scores</u> |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Jun | Jun | Jun | Jun | Jun |
| SCHOOL SCORES | | | | | |
| Average Score | 25 | 24.7 | 24.4 | 25 | 24.6 |
| Number of students tested | 159 | 155 | 159 | 151 | 147 |
| Percent of total students tested | 98 | 100 | 100 | 100 | 99 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 1 | 1 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Other 1 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. Other 2 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Other 3 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

NOTES: Two of the students who are designated as alternatively assessed were given the ACT with extended time over multiple days. The third student did not receive extended time, but was granted testing over multiple days due to a health issue.

REFERENCED BY NATIONAL NORMS

| | |
|------------------------------------|--|
| Subject: <u>Reading/ELA</u> | Test: <u>ACT</u> |
| Grade: <u>12</u> | Edition/Publication Year: <u>2014</u> |
| Publisher: <u>n/a</u> | Scores are reported here as: <u>Scaled scores</u> |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Jun | Jun | Jun | Jun | Jun |
| SCHOOL SCORES | | | | | |
| Average Score | 27.5 | 28.1 | 27.1 | 26.9 | 27.2 |
| Number of students tested | 159 | 155 | 159 | 151 | 147 |
| Percent of total students tested | 98 | 100 | 100 | 100 | 99 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 1 | 1 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Other 1 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. Other 2 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Other 3 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

NOTES: Two of the students who are designated as alternatively assessed were given the ACT with extended time over multiple days. The third student did not receive extended time, but was granted testing over multiple days due to a health issue.