

U.S. Department of Education
2016 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. Carolyn Sears

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

Official School Name Saint Vincent de Paul Catholic School

(As it should appear in the official records)

School Mailing Address 6802 Buffalo Speedway

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

City Houston State TX Zip Code+4 (9 digits total) 77025-1498

County Harris

Telephone (713) 666-2345 Fax (713) 663-3562

Web site/URL http://www.saintvincentschool.org E-mail csears@svdp-edu.org

Facebook Page

https://www.facebook.com/St-Vincent-de-Paul-Catholic-School-

Twitter Handle 279785465377323/timeline/ 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, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Julie Vogel E-mail jvogel@archgh.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Galveston/Houston Archdiocese Tel. (713) 741-8704

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Joseph Louis

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

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. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	24	11	35
K	27	26	53
1	22	29	51
2	24	26	50
3	26	29	55
4	28	25	53
5	27	27	54
6	20	33	53
7	26	27	53
8	20	28	48
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	244	261	505

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 1 % Black or African American
 - 24 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 61 % White
 - 10 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 0%

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, 2014 until the end of the 2014-2015 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2014	507
(5) Total transferred students in row (3) divided by total students in row (4)	0.002
(6) Amount in row (5) multiplied by 100	0

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

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

7. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0

8. Students receiving special education services: 0 %
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>30</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>24</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>1</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>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 9
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 21:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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

It is the mission of St. Vincent de Paul Catholic School to develop students to their fullest potential in an environment permeated with Gospel values.

PART III – SUMMARY

Saint Vincent de Paul Catholic School (SVdP) has served the dynamic population of Houston since 1943. The school was established for the families in the surrounding Catholic community with classrooms housed in four temporary army barracks. Once a school that served local farming families, SVdP now serves 35 zip codes and a wider international community. SVdP has a long history of academic excellence and spiritual development that has produced high achieving students for over 70 years.

SVdP delivers a challenging, developmentally appropriate curriculum where students are immersed in a culture of high expectations and goal-oriented success. Faculty members are degreed and certified in their respective content areas. Many hold advanced degrees, while several have received outstanding teaching awards at state and local levels. Continuing professional development is essential to the high standards expected at SVdP. Each teacher participates in Gifted and Talented training, Writers in the Schools workshops, and recurring bi-weekly technology training.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Catholicism is at the center of the academic program at St. Vincent de Paul Catholic School. The religious dimension of the school extends throughout all subject areas and all school activities. Daily prayer, in addition to weekly Mass and special liturgical celebrations, provides a framework in which Gospel values can flourish. Formal religious instruction in the Catholic tradition begins in Pre-Kindergarten and continues throughout all grade levels.

The academic program at SVdP includes a research based curriculum and data-driven instruction. Students are expected to think critically and analytically, always striving to stretch beyond the scope of past performance. Creative problem-solving is built into daily plans so that students routinely encounter tasks with more than one possible solution. SVdP educates the whole child using a multi-sensory approach to reach all abilities and modalities. Teachers employ a differentiated instructional model to meet the needs of all students. Foundational skills are noted in each teacher's lessons as curriculum objectives; mastery of these objectives are tracked and recorded weekly. The curriculum is vertically aligned in each subject area which ensures a sequential acquisition of skills.

Teachers in the Reading/Language Arts program use a spiraling curriculum to review and reinforce while new skills are being introduced. Pre-Kindergarten-2nd grade students use SuperKids, a reading readiness and early reading program designed with the young child in mind. Overlapping this curriculum is the SRA Imagine-It (2nd – 5th grade) program; this includes a student anthology which offers a wide range of fiction, non-fiction, songs, poems, articles and magazines. Teachers supplement the student anthology with novels chosen from the Caldecott, Newbery and Bluebonnet lists, among others. Students build strong phonics skills and receive instruction in comprehension, vocabulary, fluency, writing, grammar, spelling, usage and mechanics. In addition to differentiated instruction in the classroom, students in grades K through 5 who score below the 50th percentile on the Iowa Assessment benefit from a pull-out program with a Reading Skills teacher. SVdP provides a full-time librarian who partners with the teachers and offers incentives to support strong literacy skills.

Middle School reading instruction involves a variety of literary selections and a graduated use of increasingly complex texts. A greater focus on text analysis and explicit instruction in text structure enables Middle School students to become critical readers and thinkers not only in traditional fiction selections, but also in integrated, informational text from the content areas of math, science and social studies.

The 6+ Traits of Writing places a greater emphasis on the recursive nature of writing. In collaboration with Writers In The Schools, students are lead through the steps of the writing process creating multiple drafts and revisions along the way. Middle School students learn to write persuasive, expository, narrative, compare/contrast and descriptive essays, and even publish their works in school literary journals. Recognizing the interactive relationship of the reading-writing connection, SVdP faculty teaches both disciplines concurrently.

The Mathematics curriculum begins in Pre-Kindergarten. Students learn patterning, reasoning, spatial sense, and number sense using concrete objects and manipulatives. As students progress through grades K-5, the spiraling curriculum enables them to progress from concrete to abstract concepts. Adaptive online resources supplement the core program.

Middle School math students are heterogeneously grouped in 6th and 7th grade. All 7th grade students take Pre-Algebra while students in 8th grade take Algebra I. Accelerated students in 8th grade are identified by a placement test, Iowa scores, and grades, and are placed in a classroom that moves at a quicker pace. Two teachers per classroom strengthens the differentiated instruction and provides additional support for students on both ends of the learning spectrum. All Middle School students benefit from the adaptive technology provided by online resources.

The Science program uses a comprehensive curriculum designed for building inquiry. STEM activities are integrated throughout the curriculum. SVdP's science program is aligned to the Next Generation Science Framework and contains student-centered options. Real-world challenges are provided through hands-on lab activities that help develop important critical thinking skills. Students learn science concepts and vocabulary as they build inquiry, STEM, and 21st century skills.

The Social Studies curriculum is designed to engage and motivate students, while making it relevant to students' lives. SVdP strives to develop thoughtful, participating citizens while reinforcing democratic values. A primary goal is to challenge students to consider diverse points-of-view while fostering global learning. As part of SVdP's strong Catholic identity, differences are celebrated, not merely tolerated. Teachers provide students with the opportunity to visit local, state, and national venues that reinforce the objectives of the social studies curriculum.

The Early Childhood Program at St. Vincent de Paul consists of Pre-Kindergarten. The full day program focuses on basic skills in core curriculum areas to develop the whole child academically, physically, and socially-emotionally. The core curriculum is vertically aligned to promote optimum success as children progress to the elementary grades. Children not attending the Pre-Kindergarten program at SVdP have shown that they require additional academic support when entering Kindergarten. The Pre-Kindergarten program establishes a strong foundation for reading readiness and number sense skills that leads to the majority of students scoring at or above grade level when entering first grade.

2. Other Curriculum Areas:

The mission of SVdP, "to develop students to their fullest potential in an environment permeated with Gospel values," applies to all curriculum areas. Non-core subjects are particularly meaningful because they offer an opportunity for students to demonstrate individual talents and skills not always evident in core curriculum subjects.

The Fine Arts program at SVdP humanizes the curriculum and provides venues for artistic expression that enable students to develop a greater sense of self-worth. This program elevates the learning experience of all students and enhances and supports the essential skills of the core curriculum.

Performing Arts programs consist of Music, Band, Choir, and Bell Choir. Student talent is showcased during weekly liturgies, Grandparents' Day, Christmas Program and the Spring Musical. All students experience one or more of these opportunities and subsequently narrow their focus as they reach Middle School. These activities support the core curriculum as they enhance perceptual skills, stimulate creative expression, and develop critical judgment skills while fostering a deeper appreciation for music. The choir is a member of the American Federation of Pueri Cantores. This award winning group of talented students learns two-part harmony in several languages. The choir has made professional recordings and most recently made a pilgrimage to Rome, where they performed at the Vatican and held recitals in various churches throughout Italy. The choir will return to Rome in December 2015 where they will participate in World Peace Day Events with Pope Francis and children from 37 countries celebrating the universal church. They will join voices with the world's children, singing a two-part harmony shared repertoire in Latin.

The Visual Arts program helps students acquire essential skills and is integrated into several subject areas. All students learn the basic principles of design within a developmental mixed media program that fosters a global appreciation of all types of art. Student and faculty artwork is featured in a number of projects throughout the school. The school and parish community is working to complete a legacy wall project that commemorates the school's 70th anniversary. This three-year project includes the joint efforts of parents, faculty, staff, and all students. The finished product will be a large, colorful mosaic honoring the history of the school and parish.

In physical education students gain knowledge and skills through movement that establish a foundation for continued social development and a healthy lifestyle. SVdP physical education promotes respect for the human body so that all students will become responsible stewards of God's creation. All students attend PE

two to four times per week. Teachers recognize that playtime is as important as class time and provide recess for students in Pre-Kindergarten through 5th grade. As part of the focus on fitness, good nutrition is emphasized throughout the school and a wide array of after school activities are offered.

Technology is integrated into the classrooms across all grade levels. Every classroom is equipped with either Promethean boards, Promethean panels, or Epson interactive projectors, allowing students to actively engage in lessons. The majority of classrooms have an Apple TV and a teacher iPad. Teachers integrate multimedia graphics, digitized books, and a variety of different learning applications that include adaptive technology to support differentiated instruction and encourage active learning. The elementary and intermediate grades share several iPad and laptop carts, while every Middle School student has a school issued Chromebook.

Spanish is taught to all students, Pre-Kindergarten-eighth grade. Games, songs, and rhymes are incorporated in the lower grades, while oral presentations, vocabulary, and grammar lessons are required for older students. Students participate in cultural activities, such as Cinco de Mayo, La Navidad, and El Dia de los Muertos. These cultural experiences enable students to develop higher level thinking skills, synthesize information, and express ideas in both languages. With a bi-literacy goal, SVdP better ensures that students become effective participants within the global community, develop intercultural competence, and acquire a stronger sense of civic responsibility. Students Pre-Kindergarten-5th grade receive bi-weekly Spanish instruction. Middle School students participate in 45 minute classes four times per week. Students graduating from 8th grade finish Spanish I and often place in higher levels of Spanish in high school. SVdP is in explicit compliance with the program's foreign language requirements.

3. Instructional Methods and Interventions:

A variety of instructional methods address the diverse needs of the school's student population. Learning style inventories and standardized testing data assist teachers in understanding how to plan instruction to best address the abilities and learning modalities of the students.

Teachers differentiate within the classroom by content, process, and product. They use formative assessments and flexible grouping to place students in the optimum learning environment. Direct instruction provides the foundation to better enable the students to reach the curricular objectives, while a variety of learning options allow them to target and extend their own learning. Task menus are used to provide opportunities for children to select their own learning path according to individual interests. Project-based experiences with real world applications allow students to gain information and demonstrate essential knowledge and skills.

Students with diagnosed learning differences, who show an educational need, receive one or more of the following accommodations: preferential seating, private testing environment, read-aloud tests, use of a computer for assignments, larger print and more white space on tests, extended time on tests and quizzes, and a hard copy of notes. These accommodations enable these students to better meet the curriculum objectives.

Teachers differentiate daily across the various curriculum areas. A reading pull-out program is offered for students in primary grades scoring below the 50th percentile on any reading or language subtest of the Iowa Assessments. These students work regularly with a reading skills teacher to strengthen word analysis, word attack skills, and phonemic awareness. Teachers use an Orton-Gillingham Basic Language Skills curriculum that explicitly teaches reading using a systematic multisensory approach.

SVdP uses technology aids to differentiate instruction. DreamBox and Mathletics are two such adaptive learning platforms that allow students to work at their current levels and be challenged at an appropriate pace according to individual needs. These programs provide an ideal way for different levels of learners to work on the same lesson through activities that are considered challenging for each.

Recognizing the correlation between vocabulary acquisition and reading comprehension, SVdP recently added www.vocabulary.com to the 5th-8th grade curricular resources. Students work toward mastery on

teacher developed word lists. The teacher dashboard component provides access to valuable student data that can be used to track progress and monitor comprehension. This tool has proven to be useful for a broad range of student abilities, from the below average to the gifted reader.

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

SVdP has a high achieving student population; on the Iowa Assessments in 2015 the core composite totals ranged from 84th to 88th percentile and the complete composite total ranged from 82nd to 86th percentile.

The newly normed Iowa Assessments provide a different comparison group and level of testing rigor. The SVdP student population over the last three years includes 14%-17% of students with diagnosed learning differences. These students take the same standardized test and receive no special accommodations during testing. It has been noted that this type of test is particularly challenging for this population. The inclusion of these student results gives a true indication of the achievement of the total student population. During the annual data review, the administration and teachers identify necessary adjustments to, and additions in, resources required to bridge the gap between ability and performance. SVdP instituted a “push-in” program for Middle School in which a co-teacher supports weaker students. SVdP added Vocabulary.com to the curricular resources and implemented a teach-up program in math where teachers are encouraged to advance the students beyond the current year’s standards in a vertical team alliance. The subsequent improvement of scores this past year indicates that our interventions were successful.

Data analysis informs the decision to implement the necessary curriculum and instruction adjustments. Assessment takes three forms: formative, interim, and summative. Formative assessments allow teachers to make instructional adjustments weekly, depending on student progress. This careful attention to student understanding results in regrouping and re-teaching until satisfactory gains are noted. Interim assessments span greater breadth and depth of student knowledge and are administered bi-monthly. Results allow teachers to affirm that concepts are mastered and retained. The summative assessment is the Iowa Assessments. SVdP analyzes the Iowa Assessments results and tracks the core, composite, and subtests to determine if instructional goals need to be changed. SVdP also tracks each student to make sure that he/she has made a minimum of one year’s progress.

Three relevant examples of how data is used to improve instruction are: Dreambox and Mathletics, two adaptive learning platforms to improve computation skills; a Reading Skills Teacher who provides direct instructions to students who score below the 50th percentile on the Iowa Assessments; and teachers trained in Gifted and Talented methodologies to foster the integration of higher level thinking skills for all students across the grade levels, especially those at the higher end of the ability range.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

SVdP is a dynamic school community with a conscientious, dedicated faculty and staff, active and generous parents, a supportive pastor and parish community, and students who are eager to learn. Teachers at SVdP are valued and respected members of the community. As highly qualified professionals they enjoy a collegial atmosphere in which to collaborate and innovate in their respective disciplines. Teacher input is solicited in data analysis and curriculum planning, as they strive toward the common goal of academic excellence. Teachers have two planning periods daily as SVdP recognizes the extensive preparation that quality instruction requires. The school administration, in collaboration with the Parent Teacher Organization (PTO), works to provide the best possible environment so that teachers may focus on instruction. At SVdP, teacher appreciation lasts all year long. The past three years SVdP has been ranked by the Houston Chronicle newspaper as one of the top small business workplaces in the city.

SVdP boasts a vibrant PTO volunteer corps who actively advance the mission of the school. The PTO provides the financial resources to not only assist the teachers but also enrich the learning environment. Parent volunteers coordinate and participate in multiple special projects from field trips to guest speakers to the annual auction gala. The SVdP Dad's Club provides numerous activities throughout the school including a golf tournament and the Steps for Students 5K Run supporting inner city Catholic schools.

Students find friendships and a strong sense of belonging in numerous extracurricular and community activities. All students are strongly encouraged to participate in activities beyond the regular school day. Whether playing for a sports team, practicing for Prep Bowl, rehearsing in choir or band, or learning a new technique in art class, most students remain on campus long after the last bell rings. SVdP has a long legacy of academic and sports championships.

Community building extends throughout the school year. Former students are invited to return to homecoming activities and other events. Current students serve the community as part of the school's philosophy of service to others. Students develop a solid sense of ownership and belonging to the school. There is strong evidence of friendships going far beyond their years at SVdP. Graduates frequently return to visit the school and choose to enroll their own children as part of the school's enduring legacy. These lasting ties also bring back former students as members of the staff or faculty.

2. Engaging Families and Community:

SVdP strives to build and maintain productive partnerships among educators, parents, and the community at large.

The first step to a productive relationship between school and home is the personal interaction that is present between the school and all families. When a family first enters SVdP they are greeted with a new family breakfast to introduce them to the community and to establish mentoring relationships. Information relevant to the school and its operation is provided. All parents meet with faculty and staff during Parent Information Nights which precede the opening of the school year. These events establish a strong home and school relationship to better insure student success.

SVdP is fortunate to have a dynamic PTO. Their fundraising efforts support the teachers and enrich the learning environment. The PTO schedules parent education meetings throughout the year, with topics that are current and relevant to today's parenting challenges. Through the years, this program has attracted both local and national authorities on such topics as: Learning Differences; Internet Safety; Building Resilience in Children; Queen Bees and Wannabes; Standardized Testing; Developmental Stages PreK4 - 1st Grade; and anti-bullying presentations.

Area businesses support SVdP through matching grants, family nights and other school events. Local and national corporations in Houston contribute matching grants through parent employees. Family nights

provide fellowship and community building as well as a financial return for the school. Community business partners sponsor school events with in-kind donations. Non-profit organizations assist in providing funds for tuition assistance and support for the STEM program. As a 21st century school, SVdP acknowledges the need to strengthen and continue to develop the STEM curriculum. Focus and commitment to this curricular area has attracted attention and financial contributions from several local foundations. The importance of STEM makes it a priority in the school's strategic plan.

An educational partnership with the University of St. Thomas provides professional development to the SVdP faculty and staff who wish to pursue Master's degrees or complete certification in academic areas.

Community support and strong collaborative efforts are an integral part of student academic success. Statistics show that SVdP graduates assume leadership roles and continue to be mentioned prominently as honor roll students, National Merit finalists, and scholarship winners in their respective high schools. SVdP's reputation for excellence has resulted in full enrollment and an increasing demand for admission across the grade levels.

3. Professional Development:

SVdP has high expectations that administrators and teachers will be life long learners. Professional development needs are determined by curriculum standards, school improvement goals, standardized testing results, individual teacher goals, and input from faculty and parents. Numerous opportunities are provided for teachers to engage in meaningful dialogue and share ideas on current teaching methods and educational trends. This collaborative effort, within grade levels and across disciplines, ensures that student needs and curriculum goals are met.

SVdP's professional development plan provides for individual and whole staff training, both on and off site. Ten in-service days of planned professional development are required annually, and teachers independently complete an additional eight hours outside of the regular school day. The school financially supports faculty who choose to attend training sessions on the local, Archdiocesan, state, and national levels. Teachers participate in professional organizations, utilize online education opportunities, and network with colleagues in other schools. SVdP utilizes Title II-A funding in conjunction with the school's budgeted funds. Teachers and administrators are strongly encouraged to pursue advanced degrees and additional certifications. This expectation is a part of the school's strategic plan. To date, over half of SVdP teachers and administrators have earned advanced degrees.

Professional development during the current year focuses on the following: data analysis of student achievement, higher level thinking skills, differentiated instruction, writing across the curriculum, and technology. Analysis of student achievement scores was influential in formulating the current professional development plan. Scores indicated a significant population that would benefit from an emphasis on higher level thinking skills through differentiated instruction. SVdP teachers participated in 30 hours of Gifted and Talented training to better address these needs. Scores also indicated the need to improve reading comprehension skills, specifically in the area of inference. Recognizing that the connection between writing skills and reading comprehension leads to academic success, a stronger writing program was developed across the grade and subject areas; student engagement with subject matter increases when combined with reflective writing.

SVdP is fortunate to have a team of technology professionals who provide ongoing technology training and support throughout the school year. This enables the integration of technology throughout the curriculum.

The administration uses teacher observation and dialogue, lesson plan review, student work samples, and standardized test results to measure the effectiveness of the current professional development plan to ensure its support of student learning and alignment with academic standards.

4. School Leadership:

The Principal is the primary instructional leader of the school who works in collaboration with a strong administrative team, school board, and pastor to ensure the school's development, the strength of its mission, its academic excellence, its Catholic identity and its overall sustainability and viability. In addition to the Principal, the administrative team consists of the Assistant Principal, the Academic Dean, the Religion Coordinator, and representatives from the Primary, Intermediate, and Middle School Departments. The Assistant Principal oversees the daily activities of all students. He observes classrooms, evaluates teachers and acts in the place of the Principal when necessary. The Academic Dean oversees standardized testing and monitors the progress of at risk students. Both are continually focused on the success of the students inside and outside of the classroom. The positive perception of the school leadership is because of their clear dedication to the students in all aspects of their development.

The Principal meets all the qualification of the school's accrediting agencies. In addition, she carries three state certifications in Speech Pathology, Administration, and Counseling. The Principal is a collaborative leader who works closely with the pastor, teachers, parish leaders, the School Board, PTO and other stakeholders in the school. The Principal holds regular meetings with these varied entities and has conducted parent focus groups to identify and to strengthen areas for improvement within the school.

The Principal has extensive and long-standing involvement in the local community, the parish and the Archdiocesan School System. SVdP is proud to be one of the first schools within the surrounding community to adopt the Positive Works anti-bullying program. The Principal still serves as an advisor to this program which relies on community involvement, and her participation has led to a better relationship with surrounding schools, public and private. She has organized system-wide professional development days, worked on national educational conferences, served on numerous accreditation teams and the Archdiocesan School Council, and has been a member of a host of other committees. She is an outstanding instructional leader both in SVdP and the Archdiocese at large. Recognizing that 21st Century learners require teaching skills sets for changing times, school leadership has provided onsite professional development from nationally recognized authorities.

The strong, visible presence of the Principal in the school and surrounding community assures all stakeholders that they may indeed be confident in the leadership of SVdP, an exemplary school worthy of Blue Ribbon status.

PART VI * INDICATORS OF ACADEMIC SUCESS

St. Vincent de Paul Catholic School recognizes the importance of academic and assessment related practices as a part of the school's success. However, SVdP promotes a vital socio-emotional culture that builds resilience and instills hope. Children learn best in a comfortable, nurturing environment where they feel safe, secure, and valued. It is this philosophy that establishes a firm foundation to support academic success and develop a strong sense of social justice requiring students to live the Gospel values. Students at all grade levels participate in age-appropriate service projects that reinforce their social responsibility to their school, parish, surrounding community, and fellow students around the globe.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

3. What is the educational cost per student? \$9500
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2232

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

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

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	207
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic	
Average Score	203.7
Number of students tested	12
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>Iowa Assessments</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	220.8
Number of students tested	54
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic	
Average Score	217.8
Number of students tested	17
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>Iowa Assessments</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	238.1
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic	
Average Score	239.5
Number of students tested	17
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>Iowa Assessments</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	257.7
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	274.1
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic	
Average Score	269.3
Number of students tested	14
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>Iowa Assessments</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	289.1
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic	
Average Score	287.6
Number of students tested	14
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>Iowa Assessments</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	202
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic	
Average Score	200.1
Number of students tested	12
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>Iowa Assessments</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	230.7
Number of students tested	54
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic	
Average Score	228.5
Number of students tested	17
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>Iowa Assessments</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	239.1
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic	
Average Score	237.7
Number of students tested	17
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>Iowa Assessments</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	254
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	274.2
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic	
Average Score	266.1
Number of students tested	14
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>Iowa Assessments</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	278.7
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic	
Average Score	274.2
Number of students tested	14
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: