

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

Name of Principal Dr. Matt Buckley

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

Official School Name Saint Patrick Catholic High School

(As it should appear in the official records)

School Mailing Address 18300 Saint Patrick Road

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

Biloxi MS 39532-5239  
City State Zip Code+4 (9 digits total)

County Harrison

Telephone (228) 702-0500

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Web site/URL http://www.stpatrickhighschool.net E-mail mbuckley@stpatrickhighschool.net

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. Rhonda Clark E-mail rclark@biloxidiocese.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catholic Diocese of Biloxi Tel. (228) 702-2100

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. Les McMackin  
(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

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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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 0 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2018 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	41	42	83
8	35	36	71
9	31	34	65
10	34	41	75
11	30	30	60
12 or higher	28	35	63
<b>Total Students</b>	199	218	417

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
  - 3 % Asian
  - 4 % Black or African American
  - 6 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 81 % 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.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 2%

If the mobility rate is above 15%, please explain.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2017	401
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

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

7. Students eligible for free/reduced-priced meals: 3 %  
 Total number students who qualify: 12

8. Students receiving special education services: 3 %  
13 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>1</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>0</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>2</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>8</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

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

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

	<b>Number of Staff</b>
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	13

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 13:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	95%	93%	93%
High school graduation rate	100%	100%	100%	100%	100%

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 2018.

<b>Post-Secondary Status</b>	
Graduating class size	80
Enrolled in a 4-year college or university	89%
Enrolled in a community college	11%
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.

Our mission is to promote spiritual growth; to assure intellectual growth through academic excellence; to foster a Christian social conscience; and to provide a culturally enriching experience.

## PART III – SUMMARY

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The goal of Saint Patrick Catholic High School is to graduate students who aspire in excellence and who are motivated to leadership, service, and civic responsibility; who are independent thinkers informed and enriched by a challenging curriculum; who are appreciators of the visual and performing arts and the spirit of competition; who are lifelong learners adaptable to new information and technologies; and who are individuals who strive to develop the spiritual, intellectual, civic, emotional, and physical dimensions of their lives.

Saint Patrick Catholic High School is a coeducational college-preparatory, private high school serving students in grades 7-12 in the Catholic Diocese of Biloxi. Saint Patrick Catholic High School is a diverse community of learners committed to Gospel values as taught by Jesus Christ and to academic excellence. We dedicate ourselves to the ideals of Catholic education, and we strive to awaken the minds and spirits of our students to the appreciation of the beauty of creation, the dignity of life, and the demands of social justice. Students attend seven class periods per day, and each class period is 50 minutes in length. The average class size is 16 students. Saint Patrick offers a varied and challenging curriculum which emphasizes academic excellence as well as spiritual, personal, and social growth.

Saint Patrick Catholic High School was founded in 2007 by the combination of two parochial Catholic schools, Mercy Cross High School in Biloxi and Saint John High School in Gulfport. The Class of 2008 was the first to graduate from Saint Patrick Catholic High School. Although the lifetime of Saint Patrick is just eleven years, several milestones have been accomplished. In 2010, Saint Patrick was named a Top 50 Catholic High School in America by Catholic High School Honor Roll. Another milestone was the addition of the free transportation system in the 2017-18 school year; as families are traversing the region to attend classes and to participate in extracurricular opportunities, a challenge for the school population included transportation. To address this logistical concern, we began offering a bus service to and from our six partner elementary schools free of charge to families. By offering free transportation, the school was able to begin alleviating one of our biggest challenges which is location. The academic rigor and breadth of extracurricular opportunities available have produced inquisitive thinkers who are engaged in both the school community and beyond. Another milestone was having three students contribute to a record-breaking 2017-18 school year with perfect scores on the ACT exam. Additionally, our 2018-19 academic year consisted of another milestone moment with the introduction of our major technology initiative wherein each student receives a laptop to complete his or her coursework, access resources, and collaborate with peers and instructors. While most schools invest in technology, we had the additional challenge of being in a remote location with limited internet access. Through diligence and focused effort to increase our bandwidth and technological footprint, we were able to issue Chromebooks to our students for use in the classroom and at home.

Families served by Saint Patrick Catholic High School span several counties and municipalities throughout the Mississippi Gulf Coast. With a student population of 417, faculty and staff members are able to develop personalized relationships with students, encouraging each to grow in their individual talents and abilities. Given the proximity to NASA's Stennis Space Center and several military bases, families represent a diverse makeup in which a significant portion of the student population have relocated from other domestic and international locations. This provides a variety of vantage points and perspectives are discussed and considered both within and outside of the classroom.

With an average ACT score of 26 and more than 20% of the current student population achieving a cumulative score of 30 or higher, Saint Patrick Catholic High School graduates are poised to lead their local and national communities. In 2018 alone, five members of the Saint Patrick Catholic High School Class of 2019 have been named National Merit Finalists, and two members of the class have achieved a perfect score of 36 on the ACT. The robust athletic programs at Saint Patrick have secured 37 Mississippi High School Activities Association State Championships. Academic and leadership organizations are consistently able to compete on a regional, state and national level. The school proudly claims a 100% graduation rate and a 98% college-matriculation rate. Saint Patrick graduates are offered approximately \$8 million dollars in scholarships each year.

Unique school day features include each day starting with prayer and reflection as well as each class beginning with prayer. Students attend mass once per week, on holy days of obligation, and on special occasions. Pastors and associate pastors of local parishes join students and faculty for mass throughout the school year. The school also offers Reconciliation services during Advent and Lent and Eucharistic Adoration throughout the year. With the addition of a 1:1 technology initiative in which each student in grades 9-12 receives a Chromebook, students are able to simulate a collegiate atmosphere to align with the School's mission as the premier college preparatory institution in the region. Students review lesson plans for week, construct notes and submit assignments through the Canvas Learning Management System.

An additional special program offered at Saint Patrick Catholic High School includes the Campus Ministry Team, which provides school-wide programs that focus on biblical, moral and character development. This small group of seniors engage the community of Saint Patrick through conducting spiritual retreats and producing skits to inspire thoughtful conversations surrounding religious life. Finally, advisement classes have been introduced for seventh and eighth graders and are designed to provide small group instructional interventions for students with an identified deficiency.



### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

The Saint Patrick High School language Arts curriculum offers a focus for high quality instruction each year to ensure that students gain adequate exposure to a range of texts and tasks. The texts consist of both informational and literature in all grades with the literature selections consisting of American and foreign authors using modern and classic novels. Rigor is infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The curriculum sequence begins in the seventh grade with the emphasis on the major components of literacy and culminates in the twelfth grade with Advanced Placement Composition I, Advanced Placement Literature, Dual Credit College Composition I or Dual Credit College Literature I.

#### **1b. Mathematics:**

The Saint Patrick High School mathematics curriculum provides a rigorous offering beginning in the seventh grade with pre-algebra/algebra and culminates in the twelfth grade with Advanced Placement Calculus and Dual Credit College Calculus I. The curriculum requires students to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The mathematics department emphasis of providing individualized instruction in a teacher-to-student or peer-to-peer tutorial relationship is support for implementation of the most rigorous curriculum with regard to scope and pace.

#### **1c. Science:**

The science curriculum at Saint Patrick High School aligns with the National Academies of Sciences, Engineering and Medicines Framework for Science Education k-12. The scope and sequence begins with the seventh grade science which presents equal focus on life science and physical science and elevates to twelfth grade offerings of Advanced Placement Physics, Advanced Placement Chemistry, Engineering, and Dual Credit College courses in College Biology I and II. The curriculum connects information across life science, physical science, and Earth and space science with the disciplinary core ideas of ecology and interdependence, motions, forces, energy, Earth systems and cycles. There is a consistent focus on laboratory experimentation and problem solving that is evident in the extensive laboratory experimentation requirements for offerings from the seventh through twelfth grade. The extra curricula offering of the award-winning Robotics team extends the rigor of the curriculum beyond the college prep rigorous academic offerings.

#### **1d. Social studies/history/civic learning and engagement**

The Saint Patrick social studies curriculum offers a focus for instruction each year to ensure that students gain adequate exposure to the full spectrum of the social sciences. With an emphasis on social science literacy, the curriculum requires the engagement of complex, rigorous texts and requires extensive analysis of historical and informational texts. The curriculum sequence spans from the seventh grade offering of World History, from prehistory to the Age of Enlightenment, to the culmination in the twelfth grade of Advanced Placement American Government, Advanced Placement World History and Advanced Placement United States History. The curriculum sequence includes all social sciences; history, economics, sociology, geography, psychology and civics/government. With a focus on Webb's depth of knowledge, instructional practices require students to perform tasks at the highest level of the Depths of Knowledge spectrum in

multiple forms of student exhibitions with an emphasis on the analysis and critique of original historical texts.

### **1e. For secondary schools:**

The instructional management system maintained at Saint Patrick requires a diversified instructional approach. Teachers utilize an explicit instructional approach supported by problem-based learning with complete dependence on technology-based support as the ninth through twelfth grade students are required to complete all assignments on the Chromebook within the Canvas learning management software system. The math and science instructional practices emphasize the use of laboratory experiment and problem-based learning to address higher depths of knowledge and advanced application skills. Differentiated instruction is emphasized in the seventh and eighth grade courses as the need to provide support for the transition from elementary to the rigorous high school curriculum is necessary.

As a college preparatory institution operating outside the state assessment system, Saint Patrick prioritizes student performance on the ACT, a curriculum-based assessment that assesses the mastery of college readiness skills. For the early grades of seventh through ninth, Saint Patrick utilizes the Iowa Test of Basic Skills. The ITBS is a nationally standardized achievement assessment that closely aligns with the ACT. In department meetings guided by the administration, a thorough analysis of ITBS and ACT data is conducted with an instructional prescription developed and implemented to address identified deficiencies.

### **1f. For schools that offer preschool for three- and four-year old students:**

## **2. Other Curriculum Areas:**

At Saint Patrick Catholic High School, it is the belief that total student achievement is attained by the mastery of subjects or skills outside the non-core subject areas. Students are exposed to these non-core subject areas as early as the seventh grade. During the summer months, the administration implemented a new program, known as Advisement, for the seventh and eighth grade students at Saint Patrick. We found that the transition for students from elementary school to junior high school and beyond was overwhelming and thus lowering student achievement. In the Advisement program, students are given one-on-one instruction on learning strategies, time management, study skills, and are also provided with tutoring if needed. We have found that since the implementation of this new program student achievement has been elevated to levels more consistent with high based learning.

Students are also exposed to the arts, both visual and performing, as early as seventh grade. Students interested in music have the option to enroll in beginner music/band, join the music ministry program, join the drama guild, and take art classes. Much like many other programs offered at Saint Patrick, the band is inclusive of students grades 7-12 and of all skill levels. The Saint Patrick band is two-fold: during football season, their performances are based around marching formations and halftime shows; once football season has ended, the focus then becomes more on jazz music. In December, the students perform a Christmas Jazz program that showcases the students' skills.

Furthermore, the Saint Patrick drama guild is open to students in grades 7-12. The drama guild produces and performs two drama productions each year, a musical and a drama. Auditions are typically held several weeks prior to the performance for each. Students do not have the option of performing, but alternatively can serve as members of the stage crew handling lighting, prop assembly, and sound.

Art is offered in alignment with the standards of the Mississippi Department of Education. Students can take Art I in the seventh grade and then progress to Art III as needed. The art program focuses on multiple aspects including 2D/3D drawing, abstract painting, and pottery sculpting.

Physical Education is also offered to students in grades 7-12. Any student interested in participating in athletics at Saint Patrick has the option to substitute their regular P.E. credit for a sport specific credit.

Physical Education credits are offered as quarter or semester credits.

A course focusing on health and nutrition is offered to students in grades 9-12. Typically, students in ninth grade split their school year between physical education and health/nutrition. However, there have been cases where upper class students have taken the course to make up credits that may not have transferred.

Foreign language is offered in the form of Spanish and French at Saint Patrick Catholic High School. Beginning in ninth grade, students may enroll in Spanish I or French I. Upon completion of Spanish I, students may then progress through Spanish III or French III if they choose.

Beginning last year, Saint Patrick implemented a 1:1 technology initiative that involved providing students in the ninth grade with Chromebook computers. During the 2018-2019 school year, we have expanded this to all students in grades 9-12. This has enabled Saint Patrick to also implement the digital classroom for all assignments and exams, thus reinforcing the college preparatory atmosphere.

The library at Saint Patrick is staffed by a certified librarian and offers a comprehensive selection of both written and digital print. The library is also utilized for independent study, as well as study hall. It is equipped with a computer lab allowing students complete access to online materials at all times.

### **3. Special Populations:**

Inherent to the implementation of a rigorous college preparatory curriculum is the need for a tiered instructional process. Each department at Saint Patrick High School provides instructional interventions for both the middle grades and the high school. The advisement classes for seventh and eighth graders, fifth period of each day, are designed to provide small group instructional interventions for students with an identified deficiency. Due to the recognized need for additional instructional support in our early grades, tutoring is provided for identified students either before or after school. For the ninth through the twelfth grade, interventions are delivered for identified students before or after school. The use of peer tutoring is also utilized as every department honor society provides peer tutoring to all students in all disciplines at least one day of tutoring each week.

While many of our students are high-achieving and are seeking a challenging curriculum, we also have students performing below grade level. We strive to make sure each child is educated individually. As an example, we have a seventh grade student with autism who is on a fourth grade math level; therefore, his math teacher works with him individually and has installed a math software program on his laptop to provide individualized assessments to grow his academic performance. We have another student with a speech disorder, and once per week, we have a speech therapist who works with him during his advisement class.

Furthermore, in partnership with the Dynamic Dyslexia School, we have developed a dyslexia program within our middle school curriculum for students who qualify. Students take a course in reading and writing development, and the course objectives are designed for dyslexic students who are college bound. The instructor for this course has a specialized master's degree in dyslexia therapy and is recognized by the International Dyslexia Association as a Level II Dyslexia Therapist, the highest level of certification offered, and a Certified Academic Language Therapist (CALT). Students involved in this program have demonstrated tremendous growth on their reading and language scores.

Conversely, we have many students who achieve higher than their grade level. We offer a very rigorous curriculum which challenges these students while preparing them for college. Students have the option to take advanced placement and dual credit courses, which are the most rigorous courses we offer.

Dedicated time, resources and expertise are directed to the successful implementation of all efforts to address special populations. Issues that require specific training, knowledge or practices have been addressed by attending training workshops, providing training workshops on campus, and consulting with experts in specific fields being addressed. Examples of this include attending a regional conference on ADHD and instructional strategies, providing expertise on dyslexia and instructional strategies on campus in NBRS 2019

school professional development sessions, providing expertise and collaboration on instructional strategies for the academically at-risk students on campus in school professional development sessions, and student-specific conferences and consults with doctors and experts in the medical and psychological fields.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Saint Patrick Catholic High School provides a school climate/culture that is inviting, inclusive, nurturing and supportive. Over 90 percent of our students participate in some form of extracurricular activity. The school offers many clubs, societies or organizations that students may become involved with and find their hidden talent, explore their unique interest or pursue a competitive goal. In addition to these 25 academic/social organizations there are 27 athletic teams that belong to the Mississippi High School Activities Association. All these organizations operate at a very high-performance level with numerous academic achievements in Science Olympiad, Robotics, Student Council and Youth Legislature as well as 37 state championships in athletic team events. The Saint Patrick student body continues to be a dynamic force in developing the whole self - mind, body and spirit - through participation, determination, dedication and commitment.

The social/emotional focus of our school culture/climate is evident in the numerous student produced activities that are presented during the school day as well as numerous parental supported activities that foster the parent/student/school relationship. Campus Ministry provides school wide programs that focus on biblical/moral/character development. This student led production is 100 percent designed, produced and performed by students in Campus Ministry. The school Drama Guild presents two theatrical productions to the community in the fall and the spring as well as sponsors the school choir that performs for various community and school programs. The Big Buddy program is a supportive effort where juniors and seniors “adopt” a seventh grader to provide mentoring and guidance as the seventh grader navigates the first year of high school. The relationships in the Big Buddy program are developed through Big Buddy Breakfasts throughout the year where the junior or senior has an opportunity to interact socially with the seventh graders.

Saint Patrick Catholic High School, along with its parental stakeholders, provides numerous opportunities to interact socially to encourage proper social emotional growth. Numerous age appropriate activities are scheduled throughout the year. Several dances are sponsored by the school for the high school as well as for the middle grades, seventh and eighth. Each grade is provided a spiritual retreat where the grade level is taken off campus for the day to reflect on biblical scripture and the lessons of loving your neighbor. All these retreats are conducted by the Campus Ministry supported by the theology department. Several teacher-student competitions are held throughout the year to provide an opportunity for the students to engage their teachers outside the classroom environment.

### 2. Engaging Families and Community:

Saint Patrick Catholic High School implements several strategies to engage family members and community members in the success of our students and the enhancement of our school including outreach programs, participation in various school organizations, and collaboration among teachers. Saint Patrick even refers to parents and students as family members in correspondence which aligns with the Catholic teachings of holding the family as the central social institution. The theology department issues a monthly newsletter with specific ways for family members to enjoy fellowship with one another while practicing the Biblical lessons taught at school.

Saint Patrick formed an official Parent Teacher Organization during the 2017-18 school year with the PTO Board continuing to serve for the 2018-19 academic year. This forum provides clear opportunities for parent involvement at the school such as assisting with our annual Grandparents Breakfast which saw a record turnout of over 200 grands this year. The PTO, Alumni Association, Foundation of Saint Patrick, and School Advisory Council boards have parents, alumni of our legacy schools, priests, and community professionals serving in leadership positions for Saint Patrick. These volunteers provide great insight and assistance in their advisory roles to our administration.

An integral part of Saint Patrick’s community involvement is the partnership with six elementary schools in

the Diocese of Biloxi. Members of Team Tempest, our robotics team, mentor the elementary robotics teams which culminates with a regional LEGO tournament hosted by Saint Patrick that brings over 500 visitors to campus. Fifth and sixth grade students also visit campus once a semester and engage in hands-on activities led by our Campus Ministry Team. Student athletes and our athletic director work closely with our partner schools' basketball, football, and golf teams to help the elementary athletes work on their skills and teamwork. Tournaments, summer camps, and Saturday workshops are conducted throughout the school year and summer for our partner school students and students throughout the community.

Saint Patrick faculty members collaborate with faculty members at the partner elementary schools to ensure necessary concepts, especially in the STEM areas, are covered by the completion of sixth grade to provide a pathway to success in upper level grades. Faculty members and administrators work with two local colleges to provide dual enrollment courses for students. Representatives from colleges and universities throughout the region visit with students during lunch periods and during career day.

Updates regarding students' academic progress are consistently and readily available through PowerSchool and Canvas. Student achievements are highlighted on our website and social media platforms by our publicity class. Student challenges are communicated privately between teachers and parents with additional tutoring, counseling, and help available to turn challenges into success stories.

### **3. Professional Development:**

Saint Patrick Catholic High School implements a comprehensive professional development program that provides exposure to research based effective instructional strategies and reinforcement of our Catholic Christian identity. Teachers are required throughout the year to participate in activities to further strengthen instructional practices resulting in the elevation of student achievement and our students' preparation for a rigorous university experience. Our professional development approach supports our mission by focusing on effective research based instructional practices and maintaining a climate that supports our Catholic Christian identity through meetings and workshops that begin in the summer and continue throughout the year in the form of weekly department meetings.

We begin the school year with a day-long spiritual retreat at one of our supporting churches. The importance of this retreat is evident in that all members of the faculty and staff was required to attend this retreat including maintenance and cafeteria staff. This retreat is conducted by one of our parish priests and focuses on our commitment to be intentional disciples of Jesus Christ. This intentional discipleship focuses on the daily interactions that teachers and staff have with students, peers, and parents throughout the year and how those interactions should always be Christ-like.

The main thrust of our professional development program in the 2018-19 school year was to elevate our teachers' understanding and use of digital instruction in alignment with our 1:1 Chromebook initiative and the use of the instructional software Canvas to implement this digital instruction. During the summer, each teacher attended workshops that focused on the use of Canvas in the digital classroom. Part of the commitment to the digital classroom environment was to provide every ninth through twelfth grade student a Chromebook and every teacher a touchscreen Chromebook. As a school with limited resources, this was a major commitment. The professional development which occurred during the in-service meetings before the first day of school reinforced the summer workshops by providing collaboration and support to allow all teachers to have the fundamental understanding of how to use Canvas in their classroom. Once school was in session, the first five weekly department meetings were focused on digital instruction and addressing real time issues teachers were experiencing. To control the digital environments our students could access, the school utilizes GoGuardian internet filter software that allows the classroom teacher to limit the accessibility that students have in their classroom. The software training on GoGuardian took place during the summer and continued into department meetings throughout the beginning of the year.

The use of the weekly department meetings has allowed an avenue to present professional development in an ongoing and consistent manner. Two of the main topics discussed in weekly department meetings outside of the Chromebook and Canvas initiative were Webb's Depth of Knowledge and the application of the Depth of Knowledge levels in the classroom and the analysis of data using our assessment data from the

NBRS 2019

ITBS, ACT and ACRE. In both instances, teachers were required to attend the presentation and then meet with their department to analyze and apply the information to impact classroom instruction.

#### **4. School Leadership:**

Saint Patrick Catholic High School's leadership philosophy is founded on the accepted fundamental principles of effective school improvement including successful instructional practices, a rigorous, practical standards-based curriculum, frequent and effective stakeholder communication, and extensive collaboration with all stakeholders. The principal is the chief executive officer of the school and oversees all aspects of the operations including curriculum and instruction, personnel, faith-formation and religious studies, budgeting and finance, public relations and marketing, development, student services, athletics and student activities, and physical plant. The principal has an advisory council made up of stakeholders that meets monthly to review various facets of the school and make recommendations to the principal. Reporting to the principal are the following members of the school's leadership team: vice principal, director of theology, director of public relations and advancement, director of admission, and director of athletics. Each member of the leadership team is responsible for his or her own department with all employees reporting to one of the aforementioned members. The leadership team meets weekly to discuss the vision of the school, upcoming events, decision-making, and needs from each department. The team-based approach to discussion and approval ensures that items are reviewed from multiple perspectives. The school's leadership team's philosophy is based on constant collaboration and communication to consistently ensure that all students are provided the best educational experience possible.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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Beginning with the 2018-19 school year, we implemented a 1:1 laptop initiative for our high school (grades 9-12) curriculum wherein each student is provided an individual school-issued laptop for use throughout the school year. The mission of the Chromebook program at Saint Patrick Catholic High School is to create a collaborative learning environment for all students. This environment enables and supports teachers with implementing transformative uses of technology while enhancing students' engagement with content and promoting the development of lifelong learners. Students will transition from consumers of information to creative producers and owners of knowledge. Saint Patrick Catholic High School endeavors to prepare students for an ever-changing world that sees technological advancements happening at a rapid rate, and we are committed to preparing students for success in college and beyond.

Each student is provided a Chromebook which is a type of laptop that runs Google's cloud-based Chrome operating system. Chromebooks are optimized for online use with the Google Chrome Web browser. Students are given a username and password that will allow them access to email, Google Docs, and Canvas Learning Management System. Students transport the Chromebook to and from school each day. Students use the Chromebook to submit all assignments and homework and to take tests and quizzes. Also, students use the device both in the classroom and at home.

Chromebooks are intended to become a daily part of a student's instructional day. Teachers will use Chromebooks as a tool to encourage collaboration and engagement along with communication. Teachers will share course content, school messages and emails, announcements, calendars, schedules, and grades through the Chromebook.

Students are encouraged to use their Chromebooks at home and other locations outside of school. Homework assignments will be submitted online. A Wi-Fi internet connection will be required to access students' files and online classroom. The Chromebooks are managed by the school's content filter and firewall both when on campus and off campus; therefore, inappropriate websites and applications will still be blocked even if the device is being used off campus. Although the content filter is in place at all times, parents are still encouraged to monitor students' internet usage.

Each student is also assigned a school email and Google Drive account. The email account is for sending and receiving school-official messages, and the drive account is for saving school files and documents. On the surface, the implementation of this program has had a major impact on the instructional success of the school. Both faculty and students report that the design and structure of this program mirrors that of the university experience. After this first year of implementation, we plan to utilize achievement results and surveys to analyze how the integration of technology has impacted student achievement and engagement.



## PART VII – NON-PUBLIC SCHOOL INFORMATION

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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       No

3. What is the educational cost per student?      \$8402  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$2173

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      9%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      32%

**PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2018

**Test:** ACT  
**Publisher:** ACT

**Grade:** 12  
**Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	24
Number of students tested	80
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2018

**Test:** ACT  
**Publisher:** ACT

**Grade:** 12  
**Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	26.2
Number of students tested	80
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**