

U.S. Department of Education
2023 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 Dr. Jocelyn Smith

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

Official School Name St. Anne-Pacelli Catholic School

(As it should appear in the official records)

School Mailing Address 2020 Kay Circle

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

City Columbus State GA Zip Code+4 (9 digits total) 31907-3229

County Muscogee

Telephone (706) 561-8232

Fax (706) 563-0211

Web site/URL <https://www.beaviking.com/>

E-mail hdalelio@sasphs.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* Miss Carrie Jane Williamson

E-

mail cjwilliamson@diosav.org

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

District Name Diocese of Savannah

Tel. (912) 201-4100

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 Ms. Veronica Collins

(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, leave blank.*

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. 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 2023 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	32
K	47
1	24
2	39
3	33
4	38
5	42
6	63
7	62
8	66
9	0
10	0
11	0
12 or higher	0
Total Students	446

*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):
- 2 % American Indian or Alaska Native
 - 3 % Asian
 - 17 % Black or African American
 - 20 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 42 % White
 - 14 % 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 2021 - 2022 school year: 7%

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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2021	446
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

Spanish, Chinese, Korean, Mandarin, Bengali, Hindi

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

7. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 42

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

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>7</u> Autism	<u>5</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>0</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>4</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>30</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 9

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. 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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	98%	94%	95%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

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

St. Anne-Pacelli Catholic School forms knowledgeable, faithful and responsible Catholic citizens who compassionately serve others.

17. Provide a URL link to the school's nondiscrimination policy.

www.BeAViking.com/about-us

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

St. Anne-Pacelli Catholic School began in 1868 when the Sisters of Mercy opened St. Joseph's Academy in downtown Columbus, Georgia to provide the children of the Chattahoochee Valley the opportunity for a strong Catholic education. As the school grew, they added a wing, doubling the size of the school. Until the turn of the next century, the Sisters operated St. Joseph's Academy as a boarding and day school for young ladies. The school continued under the name Holy Family School until 1952 when an expanding Catholic population led to the establishment of a new Catholic parish, St. Anne, and the construction of a new parochial school building equipped with nine classrooms which accommodated more than 400 students in total. On September 2, 1958, Pacelli High School - named to honor the late Holy Father (Pope Pius XII, Eugenio Pacelli) - was established to fill the void in local Catholic higher education facilities.

In 1999, St. Anne School dedicated an expansion of facilities. This allowed the school to offer a second class per grade – Kindergarten through 8th grade. The expansion included a fully equipped Science lab, Art studio, media center, renovated kitchen and faculty dining facilities, plus a new building for administrative offices and middle school classrooms. In the early-2000s, St. Anne School was situated on the 23 acres of land that St. Anne Parish and Pacelli High School occupy today. In August 2005, the school launched a Pre-Kindergarten program for 4-year-olds in existing facilities. In late-summer 2008, plans were finalized to combine St. Anne School with Pacelli High School to create one school named St. Anne-Pacelli Catholic School. The decision to combine the schools came from the recommendation of various committees and St. Anne Parish. This plan would combine the administration and faculty, to benefit the school both academically and financially. In August 2015, St. Anne-Pacelli Catholic Preschool opened, making Catholic education available to students as young as age 1 in Columbus and the surrounding area.

St. Anne-Pacelli's comprehensive college preparatory curriculum, athletic program, and outstanding faculty and coaching staff are the centerpieces of a school-wide experience designed to nurture and inspire minds and hearts. St. Anne-Pacelli welcomes students of all faith denominations within the Chattahoochee Valley and Fort Benning. Our curriculum centers on moral teachings in line with our core values of faith, honesty, loyalty, and respect. We interweave these principles into student experiences in the classroom, on the athletic fields, and in the community. \

Our diocese, the Diocese of Savannah, says it best that, "The academic success of our students is affirmed in many ways as each student is led and challenged to reach their personal potential. First and foremost, success is measured in a student's engagement in the learning process as observed by both teachers and parents. Consistent and varied classroom assessments and quarterly report cards further validate the students' areas of strength and needed growth. All assessment aims to help the individual student grow but also the system's goal of continued improvement."

Our students consistently outperform the diocesan, state, and national scores on standardized tests. They excel in extracurricular activities and on the athletic fields. They are accepted to the best universities and average over \$1 million in scholarships each year. This development of the student starts early, as each student in our care is molded with love by each teacher, coach, and administrator they meet, beginning as early as the age of 1 year old.

St. Anne-Pacelli Catholic School has provided our community with an excellent option for a values-based education for over 60 years. Although the school operates under St. Anne Catholic Church, the school is open to parents and children of all faiths and even those who do not profess a faith but wish for an education built on strong principles. Just over 46% of our student body is of a different faith, and this diversity allows all of our students to grow in their own faith and in ecumenical understanding of each other. Catholic Christian values are part of all that happens at St. Anne-Pacelli. The school's students participate in daily prayer and are challenged to become the best they can be - in and outside the classroom. Students of many faiths enhance the diverse student body and strengthen the school.

Gifts and talents are meant to be shared with others, so all St. Anne-Pacelli students engage in community service. Community service is part of the Religion curriculum each year. Whether it's tutoring a younger

student, or helping feed the hungry, Vikings are making a difference in their community and world! Students partner with St. Anne Church's Outreach program to collect goods for the less fortunate in the community. Doing so aligns with our spiritual and corporal works of mercy. Our students also participate in the living Stations of the Cross during the Lenten season.

According to the Northwest Evaluation Association (NWEA), the non-profit organization that provides the Measures of Academic Progress tests, St. Anne-Pacelli Catholic School students outperformed all national norms in all grade levels tested in all subject areas! St. Anne-Pacelli Catholic School develops skills to think critically, solve problems creatively, and communicate confidently by using a college-preparatory curriculum taught by experienced, supportive teachers. Extra emphasis is placed on the applied mathematics, science and technology skills needed for today's world. The school also has course options in art, ceramics, digital media, drama, band and chorus.

Recognizing that we live in a digital world, St. Anne-Pacelli Catholic School is a 1:1 technology school. Students have access to iPads in PK4-2nd and Chromebooks in 3rd-12th. Through the use of Chromebooks, students in grades 3-12 develop digital writing portfolios, become accustomed to checking email daily through their school accounts, connect with a calendar of upcoming exams and have access to homework. Class assignments are posted and submitted through Google Classroom and students will continue to build knowledge and practice essential research skills.

Our St. Anne-Pacelli Vikings will be better prepared for high school and college as they master these new standards and trends present in higher education. In addition to research examining higher student achievement, reports show other areas that have been positively impacted by one-to-one access. These impacts fall into a number of various categories, including student engagement, attendance, behavior and motivation. We proudly boast that our students are 1:1 with technology. Whether through iPads in Pre-K-2nd or Chromebooks in 3rd-12th, getting our students better prepared for the future is a priority.

Students at St. Anne-Pacelli Catholic School have the opportunity to explore interests and develop talents by participating in a variety of clubs, activities and sports in an environment with faith at the forefront. Some of the wonderful opportunities available to our students include altar serving, Debate Club, Cub Scouts, Fishing Club, Rosary Club, Girl Scouts, National Junior Honor Society, Math Team, Reading Bowl, Robotics, Student Council and Velocity.

At St. Anne-Pacelli, we begin and end our day with prayer. With faith at the core of everything we do, the opportunity to be an altar server begins in 4th grade. Students serve as acolytes at school and parish liturgies. Through the Rosary Club students learn the power of praying in community and bringing intentions directly to God through the meditative practice of praying the rosary. Praying and building that connectivity with God is fostered in the earliest of grades and continues for a lifetime.

Character formation is central to all that occurs at St. Anne-Pacelli. There are many opportunities to build character while exploring topics of interest. The Art of Debate Club is a fantastic opportunity for our middle school students to present arguments in a debate style forum while understanding the importance of researching and structuring topics relevant to the real world. A unique offering at St. Anne-Pacelli is having both Cub and Girl Scout troops that provide year-round family programs rooted in fun adventures while building character and instilling values of citizenship, compassion, cooperation, courage, faith, health and fitness, honesty, perseverance, positive attitude, resourcefulness, respect and responsibility. Opportunities also exist through the National Junior Honor Society that is offered to our 7th and 8th grade students. Membership in the chapter promotes academic excellence, leadership, and good citizenship by having its members actively involved in school, church and community projects throughout the year. At St. Anne-Pacelli we believe that involvement leads to empowerment. The Student Council empowers our student leaders to advocate for the general welfare of the school through service. Students learn how to serve as a liaison between staff and students while holding elected positions and positively advocating school improvement. Empowering students to impact their culture through positive peer pressure is another extracurricular opportunity available for our 7th and 8th grade students through Velocity.

interest, the Fishing Club provides students with the skills necessary learning how to tie knots, rig fishing poles, and hook bait. What if fully immersing yourself in a good book is more your speed? Then the Reading Bowl is for you. The research suggests that the more a student reads, the more he/she succeeds. With that in mind, creating reader leaders through grades 4-8 Reading Bowl Teams boosts students' self-confidence by participating in local and state competitions.

Leaders are made from experience. St. Anne-Pacelli is committed to giving students chances to demonstrate leadership. Whether it is moderating a club meeting, reading scripture during church, captaining a sports team or organizing an initiative, students are expected to take an active role in creating their own school experience. A hallmark of a Viking is that they feel safe to try new things - and even make mistakes - gaining the confidence they need to be independent leaders.

When people are asked to describe St. Anne-Pacelli Catholic School in one word, the most frequent answer is, "Family." We are a mighty Viking family! It is common to hear the words, "It's a GREAT day to be a Viking" and indeed it is!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The school teaches the curriculum of the Diocese of Savannah based on the Georgia Performance Standards with an element of faith embedded. Instruction is taught using data at the forefront. The school uses the NWEA Map Assessment to drive instruction. Data is disaggregated by RIT band and by content strands. Once RIT bands or content strands are formed, students are placed within each strand, teachers then differentiate instruction to meet the students exactly where they are ready to learn. The performance standards are a base since our students outperform all Diocesan and national norms in every content area in every grade level. Teachers use data daily to drive instruction. Formative data is the daily tool that helps inform teachers on the depth or breath needed with respect to the immediate standards being taught. Summative data is analyzed and used to inform instruction, with the goal being mastery learning. In the classroom teachers utilize flexible groups and differentiation to better meet students' instructional needs. Varied texts in the genres of fiction and non-fiction books aid in classroom reading instruction. Teachers' lesson plans provide student-focused activities at all grade levels. Resources that promote student learning in the classrooms are reinforced using the schools 1:1 technology. Data digs are a common practice with the principal and assistant principal. During these digs, teachers disaggregate data looking at multiple strands and assessments. Data is compared and individual learning plans are created using Lexile levels, varied literature and multiple approaches to vocabulary.

1b. Mathematics curriculum content, instruction, and assessment:

The school teaches the curriculum of the Diocese of Savannah based on the Georgia Performance Standards with an element of faith embedded. Hands on activities are correlated with daily math instruction. Go Math uses manipulatives in every lesson to ensure student understanding is maximized. Instruction is differentiated using data at the forefront. The school uses the NWEA Map Assessment to drive instruction. Data is disaggregated by RIT band and by content strands. Once RIT bands or content strands are formed, students are placed within each strand, teachers then differentiate instruction to meet the students exactly where they are ready learn. The performance standards are a base but our students outperform all Diocesan and national norms in every content area in every grade level. Teachers use data daily to drive instruction. Formative data is the daily tool that helps inform teachers on the depth or breath needed with respect to the immediate standards being taught. Summative data is analyzed and used to inform instruction, with the goal being mastery learning. Teachers' lesson plans provide student-focused hands-on activities at all grade levels. Technology resources as well as the online components of Go Math reinforces student learning in the classrooms using the schools 1:1 technology. Data digs are a common practice with the principal and assistant principal. During these digs, teachers disaggregate data looking at multiple strands and assessments. Data is compared and individual learning plans are created with a focus on numbers and operations, measurement, data, statistics, probability, geometry, real and complex number systems. Parent nights for mathematics are also incorporated throughout the academic year. In collaboration with Columbus State University and the Math Collaborative, parents are taught strategies that extend thinking mathematically in the home setting.

1c. Science curriculum content, instruction, and assessment:

The school teaches the curriculum of the Diocese of Savannah based on the Georgia Performance Standards with an element of faith embedded. Instruction is taught using data as the forefront. All students are offered opportunities to be engaged in hands on activities with science content in order to achieve mastery learning. The curriculum framework includes the science process skills of inquiry, the use of reference sources, safety practices, and appropriate choice of tools to collect and analyze data. The science content is then linked to the other core subjects by utilizing writing, mathematical calculations, and social science references. Science teachers are provided with the equipment necessary to extend the student learning from the text to hands-on experiences. All labs incorporate the elements of Science, Technology, Religion, Engineering, Arts and

Math (STREAM) to ensure that our students are getting the tools necessary to be college and career ready. Summative data is analyzed and used to inform instruction, with the goal being mastery learning. Our middle school robotics program recently competed in the Georgia State First Lego League Robotics Championship at Georgia Tech. There were 600 teams that competed across the state this year. Our Vikings finished 5th overall. They won 1st place in the Robot Design Category.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The school teaches the curriculum of the Diocese of Savannah based on the Georgia Performance Standards with an element of faith embedded. Instruction is taught using data as the forefront. Teachers use data daily to drive instruction. In Social Studies a rich curriculum has been designed to enhance diversity and to prepare students for the next school year. The kindergarten through 8th grade curriculum integrates multicultural themes teaching customs, history and geography of the United States as well as other countries. An essential element of our school's success is the ability to implement cross content planning and teaching. Many of our content areas cross over in the fine arts program at St. Anne-Pacelli, engaging all students.

1e. For schools that serve grades 7-12:

Students in 8th grade are able to attend dual courses in the area of mathematics and foreign language. This allows students to obtain high school credit for algebra, with the ability to accelerate mathematical opportunities in high school in the form of dual enrollment or AP. The same applies in the area of foreign language. Eighth graders have the opportunity to take Spanish, French, Italian or American Sign Language. This allows for more opportunities at the high school level for electives or college level courses. It also facilitates earning the Global Competency Seal requirement sooner for students to work on their Capstone Projects in their senior year.

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

The core curriculum in our preschool consists of the Abeka program with faith embedded into all content areas. Students receive daily Spanish instruction as part of our Dual Language initiative. Our preschool students also receive fine arts as part of their academic day. They participate in art, music and physical education. We believe in a well-rounded curriculum that allows students the opportunity to explore and learn while making learning fun. We ensure that our standards align with the necessary prerequisites needed to successfully enter the elementary program. The impact of our preschool is seen in the readiness of our PK4 students. Grade level standards are often not challenging given the prior exposure in preschool. This allows for content acceleration in kindergarten and beyond.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Our school provides multiple opportunities for students to acquire the essential skills and knowledge necessary in the area of the arts. The school's other curriculum areas include Technology, Drama, Music, Art, Spanish, Physical Education, and Media Instruction. Critical thinking, problem solving, cooperative work, and hands-on learning are incorporated daily into the learning experience at St. Anne-Pacelli. Students in grades PK-8 attend these courses daily. These courses allow for students to gain essential skills, such as working in a team for technology or understanding and appreciating artists or composers through art and music. These other curriculum areas enable rich cross content planning and teaching. Our students have the ability to select courses that align with their interests and abilities. Such courses include play analysis, playwriting, musical theatre production, intro to theatre and acting 101. Students most recently have performed Elf, Junie B. Jones, Seussical, Wizard of Oz and Alice in Wonderland. Students that prefer to work backstage are offered the ability to grow in set design, costume and lighting. There is an experience for all who enjoy the fine arts!

2b. Physical education/health/nutrition

Physical Education is provided daily in PK4-8th grade and is essential to the development of the whole child: physical, emotional, mental, and spiritual. Physical education fosters creative thinking, logical reasoning, problem solving, emotional intelligence, and resilience across all subject areas. Furthermore, physical education teaches the skills of self-expression, self-reflection, respectful communication, and open-mindedness, all of which generate an appreciation for one's own place in school and society as well as an appreciation for the diverse talents and cultures of others.

Team sports are a vital component of our school community. Our physical education classes not only expose students to a variety of sports but also focus on the specific skills needed to develop the love and learning of the activity. From parachute play to pickle and racquet ball, our students develop both aerobic and anaerobic skills. As our student athletes develop their skills, competitive sports are introduced in the intermediate grade. Beginning in 3rd grade our students compete against local private teams in the areas of tennis, football, soccer, swim, volleyball, wrestling, golf, cross country and robotics.

Learning about food is fun and interesting at St. Anne-Pacelli! With the focus on the whole child, we were unsatisfied with the way in which students received the proper nutrition while on our campus. We have found through our observations that we needed to provide a new lunch/ dining option that provides a nutritious service to our students. Our new lunch/dining service provides everything we need to help educate and guide our students to the best possible fueling for their growing and learning bodies.

Once a month, the dining hall becomes an interactive dining experience. With the use of creative displays, informational guides, and tasting stations new topics are brought to life. Students have the chance to see, touch, taste, and learn about exciting new types of food.

The use of educational seasonings introduces students to foods that might be unfamiliar. Topics included are international and historical cuisine, unusual or uncommon foods, etiquette and manners, seasonal produce, methods of preparation and preservation, and much more.

2c. Foreign language(s), if offered (if not offered, leave blank)

Language and communication are the essence of all that is human. The current world is one in which all people must learn to communicate both culturally and linguistically. Our students receive Spanish in the form of Dual Language to foster lifelong skills that will enable them to function competently in a language other than their own. The goal of this program is to instill a greater awareness not just of language but of cultures, to enrich students' lives in the areas of listening, speaking, reading, writing and cultural competence. Dual language is offered to our students weekly. Our 8th grade students have the ability to take high school foreign language courses in Spanish, French, Italian or American Sign Language.

2d. Technology/library/media

All of our student have access to the library daily. The teachers work with the media specialist to coordinate visits as they align with the content standards being taught. Students in pre-kindergarten through 2nd grades are transitioning to more of a community-centered learning environment where they are developing organizational and communication skills. They are creative, imaginative, and inquisitive learners who respond well to a variety of hands-on learning and sharing. As they are introduced to and become familiar with different genres, they enjoy listening and reading a variety of books. They are eager to learn and respond well to songs, rhymes, visuals, and repetitions. Children in this age group are developing their own interests as they continue to explore new concepts and ideas. As students experience the library, they will begin to choose books that interest and excite their learning journey. Students in grades 3-8 are developing a sense of opinions and interest in learning about the world around them. As they are introduced to the library, they become familiar with different genres and author studies. They learn proper skills to conduct research assignments including the ability to distinguish between types of resources. Students will develop digital citizenship in accordance with our schools four core values of faith, honesty, loyalty and respect.

Literacy is encouraged both during the school day and after school hours. Students across grade levels can participate in the Helen Ruffin Reading Bowl and an American Girl Book Club. There are ongoing competitions as well as individual reading goals. We celebrate success with fun events which include a Millionaire Bash for kindergarten based on the number of words read, a petting zoo, a magic show, and a glow stick dance party. There are a wide variety of engaging activities each month such as a character parade, character pumpkin decorating contest, a Book Tasting Cafe, upcycling of weeded books, therapy dog visits, a race between a rabbit and a turtle to conclude a folklore unit, and book buddies for kindergarten to take home and encourage reading with their families. Older students enjoy being able to help with library organization when they are junior librarians. We kicked off Read Across America with a very well received Saturday story time event for families. Every year we bring in an author to talk to students in person about being a writer or illustrator. A love of books is modeled and fostered and a thirst for continued knowledge is our goal.

2e. Any other interesting or innovative curriculum programs you would like to share

Our school has many interesting programs and extracurricular opportunities as an extension of the core content. All students in 6-8th grade have the option to explore curriculum with quarterly changes on an annual special including the areas of music, art, ceramics, band, chorus, playwriting, improvisation, communication media, media production, and physical education. This was intentionally created to reach our broad audience of students and interests. Once an interest is identified; the student has the ability to explore it further.

The ever-increasing use of technology in learning and in daily life led to our creation of a mass media production course. Under the guidance of an expert teacher whose experience has taken him to film and produce pieces for local and national broadcast affiliates, our students are learning how to operate cameras, microphones, computers and editing software. Their work aids in the production of social media as well as video and audio media that is shared internally with their constituents as well as to the greater community. They create graphics that are utilized in our Viking TV livestream which broadcasts athletic and other school events through our school's Roku channel. They also control the camera and audio for these streaming events and are so proficient in their craft that they have produced full events individually without the need for their teacher's guidance.

We also weave in robotics, coding, Disney Code Illusions, STREAM and Dual Language into the day. All students in 5th grade participate in Disney Code Illusions. This program allows for an easy and exciting introduction to coding using familiar content and characters. If this is an area of interest, students can dive deeper and pursue more in-depth coding and robotics in middle school. All students in 7th grade attend a daily period of STREAM that allows for extensions of the content standards using project-based learning. Our Middle School Robotics Team competed in this year's Georgia State First Lego League Robotics Championship at Georgia Tech. There were 600 teams that competed across the state this year. Our Vikings finished 5th overall and won 1st place in the Robot Design category!

A recent statistic forecasted that the Hispanic student population will be 30% by 2030. Meeting the needs of these students, and providing opportunities for all students to participate in dual language activities is a priority at St. Anne-Pacelli Catholic School. For the 2022-2023 school year, we adopted a Dual Language Immersion program for grades PK3 to 5. In addition to their weekly Spanish class, our Spanish teacher pushes into the classrooms to explicitly teach academic language. For example, in PK3, PK4 and Kindergarten, circle time and centers turn into a bilingual approach to academic content and vocabulary explicitly teaching both the English and Spanish words together in one setting. A walk to the playground for recess is another opportunity to teach words like "stop," "go," "fast," and "slow." Every moment is looked upon as an opportunity to foster bilingualism. The adoption of the dual language approach to academic content allows students to make the connection that Spanish occurs outside of the classroom. Giving students choice in their topics of conversation allows the students to take advantage of language and ownership of their learning. Any opportunity to scaffold learning using the surrounding elements builds vocabulary in real-life, situational settings that helps make learning memorable.

3. Academic Supports

3a. Students performing below grade level:

Students performing below grade level receive additional tutoring after school on Monday through Thursday from 3:30 to 5:30 p.m. During that time teachers reteach content standards that have not achieved mastery level. Teachers also provide lunch and learn opportunities for students that might need quick remediation that can be achieved in a 30-minute segment. Our academic coaches work with the teachers to ensure that lessons are addressing multiple learning modalities. Our paraprofessionals are also used as an additional level of support during the academic day. They are focused on helping students that need immediate assistance to ensure mastery. During the summer our students are encouraged to participate in Stop the Summer Slide. This eight-week program meets daily from 8 a.m.-Noon. This program is targeted to address any gaps in learning but also ensure that students are ready for their next grade level without any of the typical learning loss that occurs during the summer months.

3b. Students performing above grade level:

Most of our students perform above grade level. Teachers use the data from the RIT bands of the NWEA assessments to extend and refine instruction to challenge all of our students. Our teachers work to differentiate instruction using flexible grouping to meet the varying needs of our student population. You will often see multiple groups working at any given time to extend content standards to meet the students performing above their peers. Thirty-eight percent of our students perform above grade level in the area of mathematics, according to the NWEA Map assessment. Forty-six percent of our students perform above grade level in the area of reading and language arts, according to the NWEA Map assessment.

3c. Students with disabilities:

Our teachers work to ensure that students with disabilities are learning and growing despite their diagnosis. Teachers work with parents, guidance counselors, physicians, support personnel and paraprofessionals to ensure that they are accommodating students to best learn given their disability. We do not modify curriculum but certainly accommodate accordingly. Teacher progress monitor and use data to ensure that their efforts are successful. Other disabilities that are accommodated include severe food allergies and medical diagnosis such as insulin dependent diabetes and alopecia.

3d. English Language Learners:

All students are English Language Learners (ELL). They are all learning academic English regardless of their home language. That being said, our teachers, faculty, staff and administrators are trained on best practices for those in which their home language is not English. Teachers have all been trained in support strategies such as scaffolding, Sheltered Instruction Observation Protocol (SIOP) Model Instructional Framework, sentence stems, realia and using cognates to better help our ELL population.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

St. Anne-Pacelli Catholic School provides its students the opportunity to learn in a safe, supportive environment where they can develop relationships with others and with God. Starting every morning with prayer sets a positive tone for each school day.

According to the Northwest Evaluation Association (NWEA), the non-profit organization that provides the Measures of Academic Progress tests, St. Anne-Pacelli Catholic School students outperformed all national norms in all grade levels tested in all subject areas! St. Anne-Pacelli Catholic School develops skills to think critically, solve problems creatively, and communicate confidently by using a college-preparatory curriculum taught by experienced, supportive teachers. Extra emphasis is placed on the applied mathematics, science, and technology skills needed for today's world. Elementary school students also enjoy weekly courses in Art, PE, Spanish, Science Lab, Music and Media Center.

Students at St. Anne-Pacelli Catholic School feel safe to try new things - and even make mistakes - gaining the experience they need to be great leaders. Beginning in preschool, children may have classroom jobs such as door holder or teacher helper. Older students hone their leadership skills by heading up a group project, running for Student Council, participating in a club or sport, reading or altar serving at Mass, debating opinions based on research, serving as a prayer partner for a younger student, or speaking as a famous American at our third grade Wax Museum during Black History Month.

We strive to help create responsible, respectful citizens who have servant hearts. One hundred percent of students engage in service to their school, church and community. Whether it's 4th graders writing letters to deployed soldiers, kindergarten students delivering needed items to families at the Ronald McDonald House, or donating coats and blankets to our school drive, St. Anne-Pacelli Students are making the world a better place.

With an average class size of 18, elementary school students aren't lost in the shuffle. St. Anne-Pacelli Catholic School teachers believe every student can be successful and are available before and after school for extra help. St. Anne-Pacelli Catholic School students consistently place in Reading Bowls, essay contests, spelling bees, Robotics, art competitions, and Math Team meets. They are not afraid to try new things and let their lights shine! Each month we spotlight a Viking of the Month from every grade level. This student is chosen by the teachers and exemplifies our core values of Faith, Honesty, Loyalty and Respect.

St. Anne-Pacelli Catholic School is proud to serve a very diverse student population. Our families live in ten different counties in Georgia and Alabama. Parents are farmers, doctors, small business owners, teachers, clerks at local stores and everything in between. Twenty percent of St. Anne-Pacelli families are active-duty military. These families are both enlisted and officers, primarily US Army stationed at Fort Benning. Another five percent of parents are retired military. Although families come from a wide geographical area and all walks of life, the one thing they have in common is a belief in a strong educational foundation for their children. That is what they find at St. Anne-Pacelli Catholic School and why they stay. About a third of the 8th grade class each year are "lifers", having attended St. Anne-Pacelli from Pre-K4 or Kindergarten through to 8th grade. Pre-K4 through 8th grade retention over the past three years has averaged 90%. The majority of student withdrawals (74%) are due to military moves. A family experiencing one such military move wrote: "We love St. Anne-Pacelli and wish we could move it with us; we are heart-broken to say goodbye to such a wonderful school full of incredible teachers, staff, and students. It truly feels like a family. Thank you all for all you have provided for not only our daughter, Nora, but for our entire family!"

At St. Anne-Pacelli Catholic School, we believe that the social emotional growth of a child is a vital component within their development. It allows students to understand and express their emotions, ultimately developing healthy relationships throughout their lives. Social emotional growth is a process and is nourished via programs, experiences, and practice. Love Like Lexie is one of those programs. Its mission is

“to awaken students to the voice of suicide and to educate and equip them with their identity, purpose, and self-worth.” Through scripture, journaling and discussion, middle school students find hope and awareness. Velocity is another program that supports social emotional development in our middle school. By promoting integrity, character development, and healthy choices, students are able to use their influence to impact their peers within the classrooms.

We believe social emotional development must start at a young age. Through classroom guidance classes and individual counseling, our students are taught and able to practice skills to support the social emotional process from PK4 all the way through 8th grade.

2. Engaging Families and Community:

“Family” is the word you will most often hear when asking students and parents about St. Anne-Pacelli Catholic School.

Keeping parents and the community informed about school news, events and accomplishments is a top priority. From St. Anne-Pacelli Catholic School’s annual magazine, The Yawp, to monthly e-newsletters from the principal, to daily highlights on social media, it’s easy to stay connected - whether you’re a parent of a current student, alumni or a local resident.

Keeping parents informed about what’s happening at St. Anne-Pacelli Catholic School is a top priority! There are many ways to stay connected. Parents are encouraged to take advantage of these opportunities to stay “in the know”:

- **School Calendar:** Bookmark BeAViking.com/calendar on your desktop computer and smartphone. Our school calendar contains details about our Mass schedules, upcoming events and athletic games. It's a one-stop information shop for what's happening at St. Anne-Pacelli!
- **School Mobile App:** Download our school's free mobile app. The app is an effective way for our Viking family to stay connected with us. It's packed with information about our school, to include links to our calendar, administration and faculty directories, quick links to everything from our Spiritwear Shop to breakfast & lunch info, photo capture tools, and more.
- **E-newsletters:** Viking Notes is our week-ahead-at-a-glance e-newsletter that will be delivered to parents’ inboxes every Friday afternoon. Accomplishments in the classroom, on the field and in The Land (our gym) will be highlighted in our Viking V e-newsletter for parents of high school students twice a month; monthly in Middle Minute for parents of 6th-8th graders; and monthly for Preschool-5th grade parents in the Lower School Scoop.
- **Social Media:** Be sure to like our Facebook Page and follow us on Instagram. These accounts are updated daily with spotlights on academics, athletics, events and more.
- **PowerSchool Mobile:** Built for convenient access to real-time student information like grades, assignments, and attendance, the PowerSchool Mobile App provides enhanced functionality for parents, guardians, and students.
- **SMS Text Alerts:** With our SchoolMessenger service, parents can receive text message reminders as well as safety alerts and other important information impacting St. Anne-Pacelli.

St. Anne-Pacelli Catholic School has several partners in education - businesses and organizations that support our school in various ways. One of the school’s newest partnerships is with the owners of a real estate firm and mortgage company. These local business leaders had a desire to give back to St. Anne-Pacelli Catholic School by developing a partnership in which they will give the school up to \$500 per transaction for any home sale, purchase or refinance by anyone affiliated with the school. These gifts are

unrestricted and can be directed to any area of the school. Their initial contributions to our school were earmarked for “Get Cooking,” a fundraising campaign to increase the effectiveness and efficiency of our school’s two kitchens. It is important to note that, so far, \$100,000 of the \$140,000 raised for this campaign came as a result of partnerships and relationships with businesses and organizations in the community.

At St. Anne-Pacelli Catholic School there are many opportunities for involvement. Most of these opportunities come from one or both of our main volunteer organizations: Home & School Association and Vikings Booster Club. We have an active Home & School Association which plans many events throughout the school year to engage our parents. Some of the events hosted include a Back-to-School lunch and a Back-to-School Ice Cream Social for our students during the first home football game. During September, Home & School celebrates our grandparents by hosting a two-day event on our campus called “Grand Viking Day”. This is a special time that allows our grandparents to visit our campus and spend time with the students in their classrooms.

Other exciting events include our annual Trunk or Treat, Mother/Son Dance, Daddy/Daughter Dance, Breakfast with Santa and the Kickoff to Soup-er Bowl. We also love welcoming new families with our May Family Social. This brings our entire school community together and is also used to welcome future Viking families to our campus.

The Booster Club organization brings families together to help support our student athletes and sports programs. It also works to build relationships with our Columbus community. Throughout the school year, many parents will volunteer their time to work gate sales and concession stands in order to provide an enjoyable experience on our campus for all families and guests. Parent volunteers will also use their talent to assist our coaches as needed to ensure we are providing the best for our student athletes.

Earned media plays a vital role in the success of St. Anne-Pacelli Catholic School. Relationships with local TV stations, newspapers, magazines and other media outlets have proven to be helpful in keeping St. Anne-Pacelli Catholic School known in the community. Some of the many events that have garnered news coverage this past year include a celebration of the Feast of Our Lady of Guadalupe, an all-school Veterans Day Viking Hero Walk, and the Millionaire Bash - a celebration of kindergarten students each reading one million words.

The Viking Family is about everyone working together, deeply committed to helping every child reach his or her potential. Here are just a few testimonials from our families that echo the sentiment of family:

- “I chose St. Anne-Pacelli Catholic School for its curriculum, the faith-based education, and the community...Pacelli is like a family!” - Angie Dorchak, parent of 2nd grader
- “Joining the Viking family has been an awesome experience! I love how well the school communicates with families.” - Cholana Foley, Parent of Pre-K student
- “I think our middle school is the best-kept secret in town! My student is absolutely loving her middle school experience so far and that is a direct result of the amazing teachers and staff. I just wanted to let you know how happy we are, and most importantly, how happy she is.” - Sara Davenport, parent of middle school student

If anything positive came from COVID-19, it arrived in the form of Emergency Assistance to Non-Public Schools (EANS) funding. St. Anne-Pacelli was awarded \$10,760,286.52 from the first two phases of this Georgia Department of Education grant (EANS I and EANS II). From signage, to technology, to PE equipment, our students, faculty and staff are reaping the benefits of this funding and it's making St. Anne-Pacelli a better place to grow in wisdom and grace. • School Website: Visit BeAViking.com to learn about St. Anne-Pacelli!

3. Creating Professional Culture:

Relationships are fundamental to a culture in which teachers feel valued and appreciated. At St. Anne-Pacelli we pride ourselves on being a family. Administration, teachers, faculty and staff work together to establish a culture of trust that is fundamental to any change initiative. This change can be curriculum initiatives or an area of professional growth. At St. Anne-Pacelli we provide training to the entire staff, specific grade levels, and individual teachers. At the core of professional learning is a prescriptive approach. Throughout the year the staff receives training on research-based concepts that are proven to improve instruction. Staff development opportunities are available through our local school district but also nationwide. We firmly believe that professional learning must be prescriptive, not a one size fits all approach. That being said, if professional development is available in another city or state, we use Title IIA funding to send teachers where they will build capacity in the areas identified as needing growth. Needs assessments are continuously evaluated in order to determine the strengths and weaknesses of staff and instruction. St. Anne-Pacelli is committed to strong professional development. We have had a school-wide focus in the areas of writing and mathematics. Teachers participated in a series of professional development that eventually branched off into areas of concentration. Through regular data digs opportunities for staff to analyze assessment data, modify curriculum, and identify future needs are implemented through teacher staff development. Our teachers and administrators belong to professional organizations and attend state and national conferences. As we accomplish our goals, we constantly redefine long-term plans and begin implementing newly established goals. Learning opportunities are constant and are ongoing.

4. School Leadership:

St. Anne-Pacelli Catholic School operates as a President-Principal model of school governance.

The president of St. Anne-Pacelli Catholic School is the chief executive officer and visionary leader. As such, the president holds full responsibility for the implementation of the school's mission through all aspects of the school's business and advancement operations which includes long-range planning, strategic fund development, effective enrollment management, maintenance of capital, plant and facilities' resources, sound fiscal management and financial stability of the school through oversight of the various departments of the school. The president promotes and oversees the quality and effectiveness of the complete religious and educational program at St. Anne-Pacelli Catholic School that is rooted in strong academic excellence, spiritual growth, and commitment to service. The president is directly responsible for both the internal and external affairs of the school.

St. Anne-Pacelli Catholic School currently enrolls approximately 450 students, supported by 45 faculty and staff. The president communicates the mission and vision of the school clearly and enthusiastically, by delegating responsibility and authority appropriately to others and calling them to accountability, particularly through prudent strategic planning and decision making. The president works to lead all members of the school community to continuously strive for excellence in academics, Catholic values and missions, as well as the physical and emotional wellbeing of each student. The President works alongside two principals - one for the Lower School (elementary & middle school) and a high school principal. The highest priority for a Catholic school principal is building a learning community that fully integrates the Catholic faith, adheres to academic excellence, and service to others in accordance with Catholic social teaching.

As chief academic officers, all teaching and learning personnel report to the principals. The principals are each supported by and lead a robust team of experienced department heads. The principals support the President with sustaining the academic reputation of the school.

5. Culturally Responsive Teaching and Learning:

The term "family" is used frequently. In a family there are always differences but a common bond holds members together. This same principle holds true at St. Anne-Pacelli. We all come with different backgrounds, ethnicities and cultural traditions. Yet, it is in embracing and celebrating those differences that makes our school truly special. In a family the bond holding people together is lineage. At St. Anne-Pacelli, our bond is not as complex as a family tree. Each and every student, teacher, faculty and staff is a gift from God, made in His likeness and image. We are a faith filled school where we follow the golden rule, treat

others as you would want to be treated. We embrace differences and celebrate them. We most recently celebrated students from the Americas by honoring the feast day of Our Lady of Guadalupe. This is a "different" Mary (Jesus' mother) than the one most identify with in the United States. That being said, we brought this difference in as a teaching and learning moment. We used this as an opportunity to extend our learning and brought in dancers with live music to better educate and inform our students of this difference and the rich history in which it is rooted. We are a teaching and learning facility and we use these differences every chance we get to extend and refine our standards. Knowledge to understand is critical to the success of a school. Providing multiple opportunities to learn and understand these differences ensures that equity, respect and cultural awareness is fundamental to our family dynamic.

PART VI - STRATEGY FOR EXCELLENCE

While it's tough to narrow down strategies that make St. Anne-Pacelli Catholic School successful, if we have to select one it would be the implementation of technology in our curriculum.

We were the first school in our area to implement 1:1 technology for students in grades PK-12. Recognizing that we live in a digital world, all of these students have their own iPad or Chromebook and use them daily to build digital writing portfolios, post and submit class assignments through Google Classroom, and build knowledge and practice essential research skills. The addition of this technology was in place prior to the coronavirus pandemic which made the transition to virtual learning seamless. Primary grades use iPads while intermediate and middle school uses Chromebooks. Both devices help to make learning an active and social experience for our students each and every day.

Adding technology has also provided a means for St. Anne-Pacelli Catholic School to live stream Masses, home athletic events and drama performances giving parents, grandparents, alumni and the community to "attend" virtually if they can't be here in person.

Interactive, collaborative learning is a must-have to prepare students for career- and college-readiness. Every classroom at St. Anne-Pacelli is equipped with ViewSonic ViewBoards. The technology supports active learning while developing critical readiness skills. Students' enthusiasm and engagement is boosted while learning outcomes are improved. Using ViewSonic ViewBoards combined with new Vivi technology, teachers and students will be able to share screens and bring in-person lessons and presentations to life. The ViewSonic ViewBoards and Vivi technology are made possible for our students through the Emergency Assistance for Non-Public Schools (EANS) program.

At St. Anne-Pacelli Catholic School, the benefits of technology in education include increased collaboration and communication, improved quality of education, and engaging lessons that help spark imagination and a search for knowledge in students, just to name a few.

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? \$9146
(School budget divided by enrollment)
4. What is the average financial aid per student? \$900
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 79%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2021-2022)¹. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup² in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments³).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

¹ Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

² Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

³ Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)