

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Joan Mastell

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

Official School Name Saint Agatha Catholic School

(As it should appear in the official records)

School Mailing Address 1880 Northam Road

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

City Columbus State OH Zip Code+4 (9 digits total) 43221-3298

County Franklin State School Code Number* 057745

Telephone 614-488-9000 Fax 614-488-5783

Web site/URL http://www.saintagathaschool.org E-mail jmastell@cducation.org

Twitter Handle _____	Facebook Page <u>https://www.facebook.com/SaintAgathaSchoolColumbus?ref=br_tf</u>	Google+ _____
YouTube/URL <u>https://www.youtube.com/user/SaintAgathaSchoolCol</u>	Blog _____	Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Joseph Brettbacher E-mail: jbrettna@cducation.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. _____

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Michael Haemmerle
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 20 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	18	15	33
1	12	19	31
2	19	12	31
3	13	14	27
4	7	22	29
5	20	12	32
6	16	18	34
7	9	8	17
8	24	13	37
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	138	133	271

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 10 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 0%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1	274
(5) Total transferred students in row (3) divided by total students in row (4)	0.004
(6) Amount in row (5) multiplied by 100	0

7. English Language Learners (ELL) in the school: 0%
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Portuguese
8. Students eligible for free/reduced-priced meals: 3%
 Total number students who qualify: 7

9. Students receiving special education services: 9 %
24 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 19:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	98%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2001

15. Please summarize your school mission in 25 words or less: Dedication to nurturing enthusiasm for learning and love of God for each student to reach their potential through academic excellence, spiritual & social well being.

PART III – SUMMARY

Saint Agatha School is a Catholic K-8 elementary school located in Upper Arlington, a suburb of Columbus, Ohio. There is a rich 74-year tradition of serving approximately 300 students and their families. Saint Agatha Catholic School promotes academic excellence and fosters spiritual growth and social responsibility. In partnership with parents, church, and community, we nurture enthusiasm for learning and love of God. Established by the Sisters of Charity in 1941, Saint Agatha School exists to promote spiritual, emotional, and social consciousness for the students and families of our community through our pursuit of academic excellence.

There is significant pride in the fact that students are extraordinarily well prepared – academically, socially and spiritually – for life after Saint Agatha, as is evidenced by their high school achievements, acceptance into a number of the country’s most prestigious colleges and universities, and rich and rewarding lives as members of their communities. Excitement and pride are evident with a family tradition of children attending the school where their parents graduated and the many decade's long events like the Wildcat Auction, Ice Cream Social, Cake Bingo, and community Fourth of July celebrations.

The Saint Agatha School difference – you will feel it the moment you walk through the front door - Saint Agatha is more than a school. It is a community where relationships are at the center of everything. It is a special place, an amazing environment where children not only learn, but thrive; becoming thoughtful, well-rounded, and well-educated students who are comfortable with themselves and exceedingly well prepared for everything the world has to offer.

There is recognition that every student has unique, God-given gifts and all effort is given to recognize them, encourage them, and teach each child to use them to the fullest. At Saint Agatha School, the bar is set high, but the same bar is not used for every student. By focusing attention on all children as individuals, the faculty is able to meet them where they are, challenge them, and raise them to their highest levels and finest selves.

Understanding that an important component of a life well lived is the ability to communicate clearly and thoughtfully, special emphasis is placed on public speaking. Beginning in kindergarten, all students are required to speak publicly in front of their classmates, and in third grade students start reading to the congregation at Mass. With an always kind and encouraging audience, even the quietest of our students learn to speak with clarity, confidence, and joy.

A Catholic school education comes with a number of guarantees: an academically rigorous Diocesan course of study that exceeds state standards; a development of positive Catholic identity; a well-disciplined setting; and a focus on Catholic Christian values and ethics. Our past recognitions as a National Blue Ribbon School have been a foundation in our perspectives and responsibilities of continuing our tradition of success. This external validation of the many traditions, creative and supportive curriculum, and family sponsored programs supports the mission of the school.

The National Blue Ribbon program supports and recognizes the critical investments and performance of leading academic programs within our communities. At Saint Agatha School there is belief in the power of community. Relationships are cherished and nurtured at Saint Agatha. Not only do parents, teachers, and staff consistently partner to ensure the best learning and growing environment for our children, students also come together to help one another. Buddy Program is a mentoring program that pairs younger students with older ones to create a sense of community and belonging. Middle School Pride Packs group sixth, seventh, and eighth graders into teams led by a mentor teacher who helps them foster self-knowledge, social skill, and spiritual growth. The athletics program invites all interested parish students to participate in any sport they choose. The focus on teamwork and sportsmanship allows students to excel and regularly produces championship teams. Service programs teach children that it is a privilege to help others, and through service the love of Christ is shown to every member of our community.

At Saint Agatha School, there is belief that by nurturing our students' innate gifts and helping them grow in their Catholic faith, there is creation of not only outstanding scholars but exceptional individuals. By working with each child individually through the crucial elementary grades, the school provides the skills and self-knowledge necessary to handle the challenging middle school years with grace and confidence.

There is commitment to the whole child. It is important to be a good student, but it is not enough to be only a good student. The school efforts strive to educate the whole child, helping all students become confident and lifelong learners, thoughtful communicators, compassionate and kind individuals, faithful stewards of the Catholic faith, and honorable members of their local communities.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Saint Agatha School uses the Columbus Diocesan Course of Study, which is based on the Ohio Learning Standards for each content area. Teachers design instruction based on pre-assessments and student interest to implement developmentally appropriate lessons. Students are given clear expectations and rubrics to help with self-evaluation. Saint Agatha students have plentiful access to resources through technology. Laptops, iPads, and SmartBoard technology are utilized for effective instruction. Technology helps students to integrate reading, writing, and research; to solve math problems; to inquire about science concepts; and to learn music and design art projects. A strong curriculum, along with the appropriate resources, help Saint Agatha students build a solid educational foundation. Saint Agatha recognizes that students learn in different ways. Teachers implement a variety of instructional strategies that empower every student to learn. Different questioning techniques are utilized to empower students to use logic, intellect, and resources to solve problems.

Students acquire foundational language arts skills through exposure to a language-rich educational environment. Teacher instruction is based on the needs identified. Strategies that reach each student's learning style and personal experiences are utilized. Teachers model reading in the primary grades to improve fluency, vocabulary, and comprehension. Direct instruction and other strategies are used to teach grade-level phonics and word analysis skills. Vocabulary is an integral component of the language arts curriculum and is often derived from content areas. As students progress, they practice reading skills through a literature-based curriculum which includes a focus on non-fiction. Language arts teachers collaborate and offer a variety of genres. Award winning titles are studied to learn elements of literature and develop a life-long love of reading. Students are taught to use the writing process to express themselves. Public speaking and drama opportunities challenge students to communicate verbally.

Saint Agatha's math curriculum builds each year, empowering students to begin fundamentally and grow conceptually. At the elementary level, students are taught foundational skills. Intermediate and middle school students are exposed to higher level algebraic concepts, critical thinking, engineering and design, and application of math skills in everyday life. Progress is monitored through standards based assessments. All students experience the math curriculum through cross-curricular challenges.

The science curriculum is taught using exploratory-based learning. Teachers believe the best method for teaching science is to pose a question and then allow students to have the freedom and resources needed to find an answer. Saint Agatha stresses learning a topic, not by rote memorization, but through processing and understanding. Students engage with the curriculum through open ended yet detail oriented instruction. Reading and writing are crucial to understanding scientific concepts. Throughout the science curriculum, students are able to express what actions were performed, the outcomes, and the impact of the outcomes through verbal and written platforms. The interconnectedness of science with other subjects helps students make real life connections.

The social studies curriculum requires students to develop a worldview through a Catholic perspective and to understand their responsibility to the community around them. The elementary students learn about role models of the community by visiting local businesses. In second and third grade, students conduct in depth research and assume the personality of a well-known person through Famous American and Biography Day. Students in fourth and fifth grade begin to look at the world more broadly as they study geography. The fourth graders complete a state project that requires each student to study the history, economics, geography, and traditions of the fifty United States. The middle school history curriculum focuses on historical research methods and challenges students to participate in discussions, trips, and events. Students question why things happened and what effects historical situations have on life today. Students throughout the school show their academic competency by competing in local and national competitions such as History Day and the National Geography Bee. Students cultivate social responsibility through service learning opportunities. Middle school students conduct a Meals on Wheels route and volunteer at a local retirement home for priests and religious. All students are taught to be responsible citizens through Saint Agatha's accreditation goal of Caring for God's Creation.

2. Other Curriculum Areas:

The philosophy of Saint Agatha School is rooted in a firm belief that offering an arts curriculum in addition to the core curriculum has beneficial value and provides outstanding educational opportunities for young learners. Saint Agatha's comprehensive arts program includes visual art, music, physical education, health and nutrition, Spanish, and technology. Grades K-8 participate in the comprehensive arts program between one and three times per week.

In the area of visual arts, students learn to appreciate artwork and understand how artists create in different mediums: clay, paint, paper maché, drawing, and collage. They also have the opportunity to create artwork collaboratively and individually. This dynamic promotes interpersonal skills and independence. In addition, five art shows are held throughout the school year where student art is displayed for the school and local community.

Music classes include participation in a variety of activities and exposure to diverse artists and musical topics. In the music classroom, students learn to read, write, and sing music. Students also play instruments such as the recorder, tone bells, and various percussion instruments. Middle school students have the opportunity to participate in band and the spring musical. A strong sense of cultural understanding is developed through the use of African, French, and Spanish songs. Liturgical music is also a main focus as students sing responsorial psalms and practice hymns to prepare for Mass. Students apply musical skills to experience the theme of creation and God's love, part of the school's accreditation goals.

The technology program allows students to gain skills necessary for 21st century learning. Technology is integrated into instruction through the use of the Smartboard. Students learn to respect internet privacy and realize the importance of being good digital citizens. Basic skills are cultivated in the primary grades. They learn how to use different devices including iPads, laptops, cameras, and desktop computers. At the intermediate and middle school level, the students apply the technology in order to research, enhance productivity, effectively communicate, and problem solve. Students also use technology skills to present and teach others. The school utilizes SchoolSpeak, an online communication platform, that allows for a seamless connection between home, school, and the community.

Saint Agatha School is in compliance with the program's foreign language requirement and offers Spanish to all grades. Essential skills of reading, writing, and communication are developed through the program. The students also gain an understanding of the Hispanic culture. Middle school students have an opportunity to take advanced Spanish courses.

The school's health, wellness, and physical education program includes a student centered Wellness Committee. The committee helps coordinate health related activities throughout the school year. Activities include Wellness Day, a Jump Rope for Heart event, Wellness Walks, and after school programming. Students develop knowledge of how physical education and healthy habits affect wellness. The school nurse coordinates a variety of opportunities to develop safe and healthy habits. These programs include CPR, bus, bike, Halloween, and fire safety. The YES (Youth Education for Safety) and DARE programs empower students to become responsible caretakers of their own safety and health.

Every year, Saint Agatha School celebrates an All Arts Day. Students immerse themselves in the artistic culture by participating in various projects, working with other students across grade levels, and experiencing a variety of artistic expression. Art workshops have included ice sculpture, yoga, African dance, mime, and animation. To enrich a distinctive Catholic culture, Saint Agatha has developed an annual all school Service Day. Middle school students spend time off campus donating time and talent to several organizations throughout the community. Primary and intermediate students also donate time and talent by participating in structured group activities that serve the less fortunate.

3. Instructional Methods and Interventions:

Saint Agatha School uses a variety of approaches and interventions to meet the needs of all students and to ensure high levels of student learning. Classroom teachers, the speech/language pathologist, the intervention specialist, and the school psychologist assess students to formulate instruction. All students complete the STAR reading and math assessments three times per year to monitor progress. Other assessments include Key Math, CTOPP, Developmental Assessment of Reading, Developing Writers Assessment, and the Gates-MacGinitie Reading. Regular and special education students receive reading, writing, math, and speech/language intervention individually or in small groups. Some students receive systematic, multisensory, explicit decoding instruction from the Wilson Reading System or Foundations. TouchMath and the Factmaster computer program are used to help the students master math facts.

Classroom teachers and the intervention specialist provide accommodations for students. Vocabulary and spelling lists are adjusted for enrichment and intervention. Oral testing, individualized testing, and recorded books are utilized for different learning styles. Grade specific applications and the Lexia Core5 computer program are employed to differentiate reading instruction.

Instructional goals to promote higher-level thinking are met through learner-centered approaches. Literature Circles, guided by student insight, encourage critical thinking and collaboration. Science labs introduce students to problem based learning, allowing them to ask questions, conduct experiments, and explore possible answers. Algebra I and high school level Spanish classes challenge high achieving eighth graders. Differentiated instruction takes place through History Day and Science Fair competitions for all seventh and eighth grade students. To utilize tiered instruction, elementary teachers collaborate on the writing curriculum. Within the classroom, teachers focus on presenting material at different levels that build on each student's prior knowledge and encourage further thinking in each developmental stage.

Saint Agatha's school counselor is an integral part of the total educational program. In alignment with the school's mission, the counselor provides academic support, cultivates social responsibility, and helps students develop empathy and compassion toward others. The counselor focuses on helping students learn self-regulation skills for responsible decision-making. In addition, the interpersonal skills of our older students improve through the school's Buddy Program as they nurture younger students through academics and faith formation.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The performance of the students of Saint Agatha School substantiates that they are consistently among the highest achieving students in the country. Saint Agatha School annually administers the TerraNova tests to students in grades three through eight in October. These measure student achievement in the basic skills currently being taught throughout the nation. The subject areas covered are reading, language, mathematics, science, and social studies. No students are excluded from the test, but students with a documented need are permitted additional time or the opportunity to take the test individually or in a small group.

Students in grades four, six, seven, and eight also take the InView test, which assesses ability and provides “anticipated” scores for students. This analysis includes the comparison between anticipated scores and “obtained” achievement scores. A trend is that the obtained scores are higher than the anticipated scores. In the reported October, 2014 results, the fourth grade achievement scores are not as high as the other grade levels but they are significantly higher than the anticipated scores in reading, mathematics and social studies.

Assessment results are critically reviewed by each teacher with the principal. Each objective is reviewed and notes are made regarding any achievement gaps. Teachers also review the results of prior classes in order to inform instruction.

The guidance counselor charts the progress for each year and for each grade. One set of charts reflect national percentiles for each grade over the past five years. There is an additional chart for the national percentiles for each class from third to eighth grade to monitor for consistency from one year to the next with the same group of students.

The performance of the Saint Agatha students in the content areas of science and social studies is consistently above the 85th percentile.

The trend at Saint Agatha is that the majority of students consistently score in the high mastery level on all objectives for all subjects.

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

At Saint Agatha School assessments, learning objectives, and instructional strategies are closely aligned to reinforce one another. Assessments reveal how well students have learned what they need to know and the instruction ensures that they learn it. Teachers use informal assessments (high frequency word lists, names and sounds of letters, numbers, counting, informal reading tests, math inventories) as well as standardized tests (TerraNova, STAR, Gates Mac-Ginitie Reading Test, CTOPP, Key Math) to determine skill groups, instructional reading levels, specific needs of students, and progress. Teachers often use pretests and post-tests to measure student learning in specific concepts and units of study. Skills are taught again to individuals or groups of students who have not mastered them. Types of classroom assessments vary for the subjects and the objectives. For example, in CPR class, eighth grade students learn to execute through a performance assessment of using procedures to complete a task. In science labs, students learn to analyze by determining how elements function together. Students learn to explain and identify the characteristics of Asperger’s Syndrome through class discussions and finding examples from the novel *Mockingbird* by Katherine Erskine. At Saint Agatha, it is apparent that teachers believe that every student can be successful. By creating well-aligned assessments, teachers enhance student motivation and learning.

Results of assessments are shared in a variety of ways. Conferences with parents and team meetings (teachers, parents, principal) are frequently held to share results of assessments and to discuss strategies for improving student performance. Classroom assessments are shared with students. When it is appropriate, formal and standardized assessments are also shared with students.

Standardized (TerraNova) norm-referenced test results are analyzed annually. Teachers meet with the principal to review progress of individual students and classes. The intervention specialist closely monitors the progress of the identified students at risk. The guidance counselor tracks and graphs the progress of each class. An annual report is shared with the school community.

Part VI School Support

1. School Climate/Culture

Saint Agatha School is more than a place where children learn state mandated educational standards. It is a special place where children not only learn and succeed academically, but truly thrive. The environment is centered on a commitment to develop the whole child from kindergarten through eighth grade graduation. Saint Agatha is a community of teachers, parents, and children working to develop thoughtful, well-rounded and well-educated students comfortable with themselves and prepared for life and the world beyond its doors.

Saint Agatha teachers focus their attention on each child as an individual and challenge each student at his level, empowering them to reach their full potential. When children feel support and encouragement, they strive for their personal best. Students learn they have unique, God-given gifts, self-discipline, and a sense of responsibility to the community. Students support and encourage each other while recognizing and respecting differences.

Socially the children are offered opportunities to interact during and after the school day. As described in Part III –Summary, the Buddy Program and Middle School Pride Packs help teach the value of belonging between all grades. Service work the children perform on a regular basis teaches them to think of and care for others. After school, numerous enrichment programs are offered, such as Virtues Club, chess club, and cooking classes. There are also opportunities to participate in 11 different extra-curricular sports.

Children feel safe and protected at Saint Agatha. Prayers begin each school day. Quite often, children come home after school and tell their family what the class prayed for that day and discussion ensues, empowering children to cope with life's inevitable challenges. The sense of community at Saint Agatha permeates all parts of a child's experience, not only while they are students, but also after they graduate and matriculate to numerous local high schools and beyond.

Saint Agatha is a special and coveted school at which to work. All staff members feel safe, respected, and valued and pray together as the students do. Teachers are recognized for being the educational curriculum experts and are provided the resources they need to best teach their students. Teachers are nominated annually by parents to receive a local community award, The Golden Apple. Additionally, teachers have been nominated by the principal for and received the National Catholic Educators Award for National Teacher of the Year. Parents recognize and support teachers in a variety of ways including a Christmas luncheon and a spring lunch during Teacher Appreciation Week. Parents partner with teachers on field trips, at recess, in the classroom reading with children and helping with projects, hanging art, and serving lunch. The regular and positive communication between teachers and parents confirms a culture in which both educator and family appreciate working together to promote the development of the whole child.

2. Engaging Families and Community

Saint Agatha School strives for academic excellence for every student, relying on an expansive curriculum beyond mandated coursework. However, the school also focuses its attention on every child as an individual, challenging its students to discover those things that make him or her exceptional. One strategy for achieving the "full development of the whole child" is the school's partnership with community and business leaders. Saint Agatha believes that interaction with outside professionals allows students to explore an array of pertinent life lessons and skills through non-traditional teaching methods.

For example, the school's annual Health and Wellness Day brings in 10 to 15 physicians, nurse practitioners, and other health care providers who educate and interact with students. These professionals provide active hands-on activities that encourage healthy behaviors and provide students with multiple healthcare career options. To encourage life-long readers, the school has brought in well-known authors, such as Marc Brown and Margaret Peterson Haddix, who not only engaged students in the adventures of their books, but also worked with them to promote creative-writing skills. The school also promotes

frequent interaction with elected officials, by inviting local and state officials to speak with students about public service and the annual trip for eighth graders to the nation's capital.

Saint Agatha has built an active and dedicated Home and School Association (HSA), comprised of parent volunteers who donate their time and dollars to provide students with programs that go beyond the traditional curriculum. The HSA supports programs such as Health and Wellness Day, All-Art Day, Service Day. The HSA sponsors events that bring school families and community together, such as the school's 65-year-old Cake Bingo, Grandparent's Tea and Trivia Night social events. The HSA's efforts to sponsor activities that promote family and a stronger Saint Agatha community result in a learning environment where students feel cared for, supported, protected and safe.

Saint Agatha offers a Kindergarten Enrichment Program for families who need extended care for their child before and/or after kindergarten. The program is available to students who are ready for a full day in preparation for transition to first grade. Children participate in a variety of enrichment activities including reading and math readiness, arts and crafts, science and social studies units, cooking, physical fitness, board games, and time for social interaction with their peers. The Childcare Program offers before and after school care for students in grades one to five from Saint Agatha and the surrounding neighborhood schools. Program staff understands the needs of children and promotes positive experiences in a respectful supportive way.

3. Professional Development

The faculty of Saint Agatha School is highly experienced, educated, and professional. Eleven of fifteen full-time teachers have a Masters Degree; one is completing a Master's program this year; and one teacher has a Doctorate Degree. The teachers are continuously learning content knowledge, instructional strategies, and child development in order to appropriately and effectively instruct the whole child.

Saint Agatha considers professional development a key component to the success of all students as teachers are encouraged and supported to take advantage of learning opportunities. Teachers participate in school-wide, district-wide and state-wide staff development. In the past few years, the entire school staff has attended classes on a variety of topics including differentiated instruction, educational technology, assessment, social media, service learning, student mental health, and school safety.

The collaborative culture of the school is reflected in professional development. The entire staff, including teachers and support staff, attends at least one professional development day annually. Teachers attend a biannual Diocesan meeting with national speakers that focus on integrating Catholic culture into the school environment. On alternate years, the teachers attend the Ohio Catholic Education Association state conference with several days of classes, workshops, and keynote speakers.

Each teacher also maintains an Individual Professional Development Plan with goals and strategies to improve as an educator. Along with maintaining a State of Ohio Department of Education professional license, teachers are required to take classes to keep their Religious Education Certificates current.

Teachers participate in activities to support the School Improvement Plan. Cyclical self-assessment of the accreditation process requires on-going professional development. Areas are identified through surveys and are correlated with the curriculum to improve student achievement. Professional development records demonstrate support of the school's mission by empowering teachers in the quest to learn about a student's academic, spiritual, and social development.

4. School Leadership

Saint Agatha School is a mission-driven organization, focused on achieving the following:

Saint Agatha Catholic School promotes academic excellence and fosters spiritual growth and social responsibility. In partnership with parents, church, and community, we nurture enthusiasm for learning and love of God.

This mission statement was developed collaboratively by school administration, teachers, staff, and parents, and is actively followed by school leadership to guide the actions of the organization and its decision-making processes. A key component of the mission statement is “partnership.” While school administrators and teachers are focused on academic excellence, spiritual growth and social responsibility for all students, they feel the best path in achieving student success is by working in partnership with parents, the church and the community as a whole.

Saint Agatha leadership has implemented a number of tools designed to strengthen the partnership among these stakeholders. This year, a web-based communication tool, SchoolSpeak, was implemented to improve communication between administrators and parents, teachers and parents, family to family – and most importantly, teacher to student and student to teacher.

The school actively seeks input from parents on ways to strengthen school curriculum, communication, and overall educational experience. Annual surveys are conducted, with any issues that arise being addressed by the School Advisory Board, comprised of the school principal, church pastor, and parent volunteers. School leadership also holds an “open door” policy and promotes that students and parents actively address concerns by communicating directly with the impacted teacher, followed, if necessary, by the school principal, church pastor, and School Advisory Board.

To further the school’s mission as well as to address challenges facing Saint Agatha and many Catholic schools, the School Advisory Board developed and adopted in 2010 a five-year strategic plan, which is focused on four pillars: enhance Saint Agatha’s Catholic identity in daily educational and extra-curricular programming; increase enrollment; increase alternative revenue solutions; and integrate a comprehensive plan for the continued development of Saint Agatha School. The plan is reviewed regularly by school leadership, discussed monthly by the School Advisory Board, and updated and presented to stakeholders annually.

A prime example of the inclusive nature of the leadership acumen is the completion of this application – all teachers, administration, select parent volunteers, and the School Advisory Board were involved with documenting and completing our submission.

Saint Agatha leadership follows a philosophy that is mission-driven and inclusive. All school and parish stakeholders participated in the development of the mission statement that guides the organization and the strategic plan that addresses current challenges. The teachers share a sense of responsibility in meeting the goals of the statement and the plan, and structures have been implemented to assist them in achieving student success through partnership.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$3100
1	\$4675
2	\$4675
3	\$4675
4	\$4675
5	\$4675
6	\$4675
7	\$4675
8	\$4675
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?
(School budget divided by enrollment) \$6895
5. What is the average financial aid per student? \$1700
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 28%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 94%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova Third Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill Publication</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	90	81	87	87	89
Number of students tested	27	33	30	42	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our most recent scores are from October 2014. This is the second year of the Common Core assessment.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova Third Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill Publication</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	83	90	86	85	81
Number of students tested	29	31	40	26	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our most recent scores are from October, 2014. This is the second year of the Common Core assessment.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova Third Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill Publication</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	88	88	83	83	83
Number of students tested	32	38	27	39	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our most recent scores are from October, 2014. This is the second year of the Common Core assessment.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova Third Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill Publication</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	86	86	82	83	85
Number of students tested	34	21	38	29	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our most recent scores are from October, 2014. This is the second year of the Common Core assessment.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova Third Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill Publication</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	87	90	86	84	81
Number of students tested	17	37	30	40	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our most recent scores are from October, 2014. This is the second year of the Common Core assessment.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova Third Edition</u>
Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill Publication</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	85	85	83	85	80
Number of students tested	37	27	44	25	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our most recent scores are from October, 2014. This is the second year of the Common Core assessment.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova Third Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill Publication</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	91	84	87	85	82
Number of students tested	27	33	30	42	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our most recent scores are from October, 2014. This is the second year of the Common Core assessment.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova Third Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill Publication</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	84	85	81	83
Number of students tested	29	31	40	26	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our most recent scores are from October, 2014. This is the second year of the Common Core assessment.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova Third Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill Publication</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	84	83	79	80
Number of students tested	32	38	27	39	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our most recent scores are from October, 2014. This is the second year of the Common Core assessment.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova Third Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill Publication</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	83	83	86	84	78
Number of students tested	34	21	38	29	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our most recent scores are from October, 2014. This is the second year of the Common Core assessment.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova Third Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill Publication</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	84	87	81	84	77
Number of students tested	17	37	30	40	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our most recent scores are from October, 2014. This is the second year of the Common Core assessment.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova Third Edition</u>
Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill Publication</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	92	88	83	80	79
Number of students tested	37	27	44	25	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our most recent scores are from October, 2014. This is the second year of the Common Core assessment.