

U.S. Department of Education
2018 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 Mr. Mark Wilburn

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

Official School Name Saint Andrew-Saint Elizabeth Ann Seton Catholic School

(As it should appear in the official records)

School Mailing Address 5900 Buckwheat Road

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

Milford OH 45150-2238
City State Zip Code+4 (9 digits total)

County Clermont

Telephone (513) 575-0093

Fax (513) 575-1078

Web site/URL http://www.saseasschool.org

E-mail wilburnm@saseas.org

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*Mrs. Susie Gibbons

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

E-mail
sgibbons@catholiccincinnati.org

District Name Archdiocese of Cincinnati Tel. (513) 421-3131

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 Fr. Michael Cordier

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

1. 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. 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. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.
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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	12	17	29
1	7	6	13
2	17	15	32
3	17	16	33
4	20	17	37
5	28	13	41
6	12	21	33
7	21	18	39
8	20	22	42
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	154	145	299

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 2 % 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 2016 – 2017 school year: 1%

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

Not applicable

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, 2016 until the end of the 2016-2017 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2016	303
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 8 %
Total number students who qualify: 24

8. Students receiving special education services: 4 %
11 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

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

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
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.	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 17:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	97%	97%	97%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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

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

Yes No

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

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

SASEAS provides the foundation for our students to be successful by developing their hearts, minds, and spirits in a nurturing, challenging, and faith-filled environment.

PART III – SUMMARY

St. Andrew-St. Elizabeth Ann Seton (SASEAS) is a kindergarten through eighth grade Catholic school located in Milford, Ohio, a suburb of Cincinnati. This “Passionately Catholic and Academically Excellent” school exemplifies its mission: “SASEAS Catholic School acknowledges that children are unique gifts from God. The school community provides the foundation that enables students to be successful now and in the future by developing their hearts, minds, and spirits in a nurturing, challenging, and faith-filled environment.” School families, students, staff, administrators, and stakeholders appreciate the strong partnership that must exist between home, school, and church for children to grow into faith-filled, confident, skilled leaders for our country’s future.

The history of SASEAS Catholic School is the story of two parishes, and at one time, two schools. In 1948, St. Andrew Catholic School, grades one through eight, opened with an enrollment of 123 students. Because the Milford and Miami Township areas on the east side of Cincinnati were growing rapidly, Mother Elizabeth Ann Seton School, also with grades one through eight, was built and officially opened in 1960. The Ohio State Board of Education granted formal consolidation of the two schools with a nonpublic school charter in 1995. Under this consolidation, a School Advisory Council, the parish priest(s), the principal, and the school business manager(s) oversee policy and finance issues related to the school. The Council consists of six voting members, three of whom belong to the St. Elizabeth Ann Seton Parish and three of whom belong to the St. Andrew Parish. Two teacher representatives, one from each school, function in an advisory capacity.

Today, SASEAS serves 300 students from 192 families. The school welcomes students of any race, color, religion, nationality, and ethnic origin. Students from ten local school districts attend the school. 97% of students are Catholic with 3% from other denominations. 8% of students are non-white; the largest number of these coming from Hispanic or Latino families. 89% of school families have both parents working outside the home, and 8% of students qualify as low-income. To meet the diverse needs of students, the school provides a Title I Reading Specialist, General Intervention Specialist, and Speech/Language Therapist.

The church and school leadership strive to provide an affordable education. This school year, over \$355,000 in parish subsidies and local tuition assistance will be provided. Twenty students receive the state of Ohio EdChoice Expansion Scholarship, which provides for the full cost of tuition and totals over \$80,000. Less than 10% of students pay full tuition.

SASEAS Catholic School takes great pride in ensuring a passionately Catholic school experience. The school is currently focused on a theme of missionary discipleship. All students attend Mass weekly and engage in daily prayer. Rosaries, Eucharistic Adoration, Reconciliation, Lectio Divina scripture study, liturgical music instruction, prayer journals, church pilgrimages, and vocations days are an important part of the SASEAS student experience. Second grade students prepare for the Sacraments of Reconciliation and First Communion during the school year. Community service and outreach are an important part of living out the school’s mission. One tradition is the annual student-led Adopt-a-Family program that provides ten families and over thirty children with Christmas presents. In 2017, nearly \$2,000 was donated to the National Catholic Educational Association’s hurricane relief efforts.

Academic excellence is also a hallmark of SASEAS students. The curriculum is based on the Archdiocese of Cincinnati’s Graded Course of Study. In addition to the core curriculum, students also attend classes in Spanish, art, music, physical education, library, and technology. The school has a 1:1 iPad and Chromebook program. This year, one-third of the tested eighth grade students scored above the 90th percentile on the High School Placement Test, and the group composite bested the national average by 28 percentage points. In 2017, the seventh-grade outpaced their predicted score by seven percentage points using the Cognitive Abilities Test results. Every grade level tested scored at least 25 percentage points above national averages last year. Grade equivalency scores are consistently two to four grades above level.

In the quest for continuous improvement, the school has implemented entirely new math and science

programs in the past two years. Students are encouraged to think critically, practice problem-solving skills, and become lifelong learners. Challenging and enjoyable STEM activities are a regular part of the science and math curriculum. Each month, K-5 “Buddies” join together across grade levels to solve STEM problems and build 21st Century skills such as collaboration and creativity. In 2017, three students achieved state honors in the State of Ohio Science Fair, and three students advanced to the statewide Power of the Pen writing competition. Junior high students are able to take Algebra I prior to high school for credit.

In a myriad of ways, SASEAS Catholic School continues to live out its student motto that is recited daily: “I will serve joyfully, lead confidently, and inspire others through my faith in Jesus.”

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

SASEAS Catholic School strives to educate the whole person by promoting the spiritual, moral, creative, intellectual, social, and physical development of each student. The school's core curriculum is aligned with the Archdiocese of Cincinnati Graded Course of Study (GCS). The GCS provides the framework for instructional planning, differentiated learning, and authentic assessment. Over the past five years, teachers have engaged in professional learning communities to align instruction and assessment. Results have included common assessments, essential skills, "I Can" statements, and mapped progressions between grade levels.

Reading and English Language Arts: SASEAS seeks to develop outstanding communication skills – reading, writing, listening, and speaking – so that students gain this valuable 21st Century skillset. Eighth grade students average a tenth-grade equivalency according to the annual STAR Reading Diagnostic. The school's seventh graders collectively scored 36 percentage points above the national average on the Iowa Assessment English and Language Arts composite, and every grade scored at least 29 percentage points above the national average. To accomplish these positive results, the school relies on a multi-faceted approach to instruction. Reading instruction is accomplished using the Houghton Mifflin Harcourt Journeys and Ohio Prentice Hall Literature programs, phonics for developing readers, novel studies, fiction and non-fiction leveled readers, Accelerated Reading program, independent reading, literature circles, and small-group instruction. Title I services are utilized via the local education agency for struggling readers in early elementary grades. Ongoing diagnostic testing is administered in all grades using AIMSweb and STAR Reading.

For English Language Arts, teachers utilize the 6+1 Traits of Writing, Loyola Press Voyages in English Grammar and Writing, Sadlier Vocabulary Workshop, and Bright Ideas Press Simple Solutions. The school continues to teach a dedicated grammar course through eighth grade, and students practice their writing skills daily in prayer journals, vocabulary prompts, and extended responses and essays. The school's Power of the Pen team annually qualifies students for the state competition after success at the regional and district levels.

Mathematics: SASEAS students understand that math reflects the order of God's universe. Students are challenged to think critically, logically, and creatively. Following a curriculum change in 2016, the school's math computation and total math scores both increased by six percentage points on the Iowa Assessment in 2017. The fifth-grade math computation scores increased by 20 percentage points over their third-grade scores two years prior. Curriculum resources include HMH Saxon Math (grades K-5) and Holt McDougal Mathematics, Pre-Algebra, and Algebra (grades 6-8). Fact fluency, computation, and problem-solving are stressed in the elementary grades to build a strong foundation. Teachers utilize manipulatives, iPad math apps, STEM activities, and group projects to meet the needs of diverse learners. Starting in fifth grade, students can get started on an accelerated math tract that moves them toward completing Algebra I during their junior high years for high school credit. The school's junior high MathCounts team annually competes at a high level in local and regional competitions.

Science: SASEAS students discover their impact on the world around them and learn to appreciate the beauty of God's creation. In 2017, the school adopted the Pearson Interactive Science program for all grades and is currently incorporating its components. Teachers use an inquiry-based model with activity-before-content labs. Science has also become cross-curricular through the use of non-fiction leveled readers that can be used for both reading and science instruction. Teachers organize many field trips with a science focus including experiences at The Cincinnati Zoo, Camp Kern, Newport Aquarium, California Woods Nature Preserve, and local orchards and farms. The school regularly has junior high science fair honorees at the local, regional, and state levels. Fifth graders complete the local DARE program as a part of their health and science curriculum.

Social Studies, History, Civic Learning and Engagement: The SASEAS social studies curriculum explores

those societal forces and historical events that have shaped our world today. Students learn how they can become contributing, responsible citizens in their communities. The Holt McDougal World History and Prentice Hall America: History of Our Nation programs are utilized. A student-led Veterans' Day program is an annual highlight for the community. Prior to graduation, the eighth-grade class participates each year in a four-day tour of Washington, D.C., where they experience our country's leaders at work and see their government in action.

2. Other Curriculum Areas:

Religion: Religious education enables all students to develop a personal relationship with the Father, Son, and Holy Spirit. Children of all faiths are welcome at SASEAS. Every student participates in the formal religious educational program, which stresses both formation and information. Children at every grade level experience a "spiral" approach to learning and developing the Catholic faith as the four pillars of the Catechism of the Catholic Church - the Creed, Sacraments, Morality, and Prayer - are taught. This offers total catechesis that makes a difference. Students are recognized monthly for Discipleship Traits, Saints of the Month, and Character Awards.

Visual Arts: The SASEAS art program enhances students' inquiry, creativity, and problem-solving skills. Students are not only taught art concepts and history, but the program also integrates other curricula as well, especially science, language arts, and social studies. The weekly K-8 art program offers students alternative ways to express their ideas and emotions as they experiment with paint, sculpting materials, and various other media. The school's art instructor provides an afterschool Open Art Studio weekly for junior high students wanting to engage in self-directed art projects.

Performing Arts: Music and drama education is an integral part of the experience at SASEAS Catholic School. It helps children grow to be sensitive to life and culture, and can also affect how they worship. At the heart of the music program is hands-on experience in making music. Students in grades K-2 learn fundamental music elements through singing-games and playing various percussion/mallet instruments. Students in grades 3-5 learn to play the soprano recorder and practice singing liturgical music. Sixth through eighth graders learn beginning guitar as well as fundamental piano skills. Performing in front of a live audience is an integral part of the school's music program. Beginning in kindergarten, each grade performs a musical play during the school year. From singing and dancing to speaking and acting, all students are active participants in an on-stage performance. Additional ensembles include liturgy choir and beginning and advanced bands.

Physical Education and Health: The K-8 physical education program emphasizes movement education, manipulative skill development, and an introduction to various sports and fitness activities. The weekly PE classes promote teamwork, cooperation, and a respect for all individual abilities. The PE teacher also serves as the school's health instructor. Students explore a variety of topics including nutrition, exercise, safe choices, sleep and rest, body systems, mental and emotional health, and personal hygiene.

Foreign Language: SASEAS Catholic School is in full compliance of and exceeds the Blue Ribbon program's foreign language requirements. 96% of sixth, seventh, and eighth grade students participate in 90 minutes of Spanish instruction per week for the entire school year. Each year, the school has students who test out of Spanish I at the high school level and enter directly into Spanish II. Students in first through fourth grades also participate in Spanish instruction for one-half of the year, while fifth grade students have a weekly 45-minute class. Students are encouraged to understand the close relationship between language and culture and to make connections and comparisons with their own culture. The school's Spanish program is designed to better prepare students for a high school language course in addition to preparing them for college, careers, and the world. Classroom activities during Spanish are designed to provide practice for students in interpreting and expressing meaning through paired peer interactions. The students find themselves being actively involved to read, write, speak, and listen in Spanish.

Technology, Library, and Media: Beginning in kindergarten, students start actively using computers to enhance and display learning. The school has a 1:1 iPad program in grades K-3 and classroom Chromebook carts in grades 4-8. A traditional desktop computer lab is also utilized in grades 1-5 to teach Google Apps

for Education, coding, and keyboarding skills. The school library and media center provides a weekly opportunity for students to find a new book for independent reading or classroom research.

3. Instructional Methods, Interventions, and Assessments:

SASEAS Catholic School serves a diverse community of learners, and meeting the needs of each student's unique abilities is a top instructional goal. In grades K-3, students participate in a battery of reading and math diagnostic assessments three times per year using the AIMSwebPlus screening and progress monitoring tool. Students who might be at risk for falling below grade level are quickly identified by the school's data team, which consists of the Title I Reading Specialist, General Intervention Specialist, homeroom teachers, and the school principal. Extra reading and language arts support is provided in the school's Reading Lab four days per week. The school's general interventionist provides daily small group instruction in addition to working alongside the homeroom teacher in the classroom; she also oversees all 504, Individual Service, and School Accommodation Plans. Both intervention specialists are trained in Orton-Gillingham, an approach that combines multi-sensory techniques along with the structure of the English language. Additionally, speech and language services are provided weekly in all grades.

Tiered and differentiated instruction is present throughout the school in various forms. Elementary teachers regularly design assignments and assessments that meet students' ability levels while still addressing standards. The STAR Reading Diagnostic is administered twice per year to examine growth and to assist classroom teachers and the librarian in selecting appropriate reading material. Grade-level reading and math ability groups are utilized. Typical classroom accommodations include: preferential seating, untimed and/or small group testing, additional time on assignments, shortened assignments, and increased parent communications. Students begin taking above-grade-level math classes in fifth grade, and approximately 60% of eighth grade students are completing Algebra I for potential high school credit.

SASEAS Catholic School believes each student has incredible gifts and talents. Every sixth-grade student completes a "Genius Project" which is a typical Gifted and Talented problem-based learning activity in neighboring schools. For this project, sixth graders choose a question to be answered in an area of personal interest and complete the necessary research to publish and present their findings.

The Archdiocese of Cincinnati requires the Iowa Assessment-Form E each spring for grades three through seven. The school administration and teachers annually review testing data to identify strengths and areas for improvement. English Language Arts continues to be an overall strength for the school on the Iowa Assessment with grade-level scores regularly 30 to 35 percentage points above the national average. This past year, Math Computation showed the largest year-to-year increase with a six-percentage point gain. The eighth-grade graduating class takes the High School Placement Test each November for entrance into Cincinnati-area high schools. The school's second and fifth graders also take the Cognitive Abilities Test each spring to identify individual strengths in three areas: verbal, quantitative, and nonverbal.

Technology-based instruction and support are provided throughout the school day. 100% of classrooms have interactive whiteboards and/or projectors. Each classroom is also equipped with student devices – either iPads, Chromebooks, or desktop computers – and every teacher has a laptop computer that can be used at school or home for instructional planning. Common instructional units in the school's desktop computer lab are coding, Google Apps for Education, keyboarding, and internet safety.

SASEAS Catholic School is proud of its high performing status and will continue to plan carefully for continuous improvement. Annual reviews of designated curriculum areas will continue. In the past two years, math and science have been updated and revised. Social studies and language arts reviews are on the horizon. The school will also be incorporating Theology of the Body principles into religion courses. Testing data will continue to be analyzed annually with the goal to inform and improve instruction. Aligning the updated Archdiocesan Graded Course of Study with daily and weekly lesson planning will also be a high priority. The school will continue to provide incentives and recognition programs for students achieving at a high level or demonstrating outstanding improvement.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

SASEAS students are motivated and actively engaged in learning through a variety of methods. Hands-on learning, small-group instruction using the jigsaw method and the expert group method, whole-group instruction, and tiered learning make learning fun and engaging for students. Students are encouraged to think critically, practice problem-solving skills, and become life-long learners. STEM activities are a regular part of the math and science curriculum. K-5 students take part in monthly inter-grade STEM challenges. The K-5 buddies work to solve challenging problems while learning to collaborate and think critically. Junior high students take part in science fair, putting into action the scientific method. They also take part in Power of the Pen and MathCounts academic teams. The junior high Student Council encourages and motivates students to take a leadership role. They meet weekly to discuss and solve issues that are important to the student body.

Students' social and emotional growth are equally important. The school's positive environment supports this growth through a variety of service projects and by staying focused on the spiritual theme of missionary discipleship. All students attend Mass weekly and take part in daily prayer. Rosary, Adoration, Reconciliation, Lectio Divina scripture study, prayer journals, vocations days, and church pilgrimages all support the emotional and spiritual growth of students. K-5 students are presented with monthly Saint of the Month and Discipleship Trait awards while grades 6-8 students receive monthly Character Awards.

The parish's parochial vicar (assistant pastor) visits the eighth-grade students once a week during religion classes. He is an important part of their character education and in their social and emotional development. He is willing to counsel students who may be struggling with a variety of personal issues.

The school's service projects, such as Adopt-a-Family, Make-a-Difference Day, and Feed the Hungry, allow students to gain a broader worldview, continue the call to discipleship, and grow into caring and thoughtful citizens.

The dedicated faculty and staff of SASEAS Catholic School devote their energies to support students in each area of academics, faith life, and service. The school administration annually recognizes an outstanding teacher, staff member, and volunteer through the local Chamber of Commerce Excellence in Education Banquet. The teachers know they have the wholehearted support of the pastor and the principal because of the frequent positive communication. The PTO continually seeks ways to support and affirm the faculty. This spirit of support and encouragement contributes to the caring community that makes SASEAS Catholic School a special place for students and teachers alike.

2. Engaging Families and Community:

SASEAS Catholic School focuses on developing strong family, school, and community relationships. The school year begins with targeted orientations for parents and students in grades kindergarten and six to help ease the transitions associated with these grade levels. Having a two-campus school provides an opportunity to host two needs-specific Meet-the-Teacher Nights in September, one for grades K-5 and one for grades 6-8. During these evenings, parents spend time getting familiar with their children's teachers and daily schedule. The teachers highlight the goals and objectives for each grade level. To assist new families to the school, the Parent-Teacher Organization assigns mentor families to help them feel welcome, get to know the school community, and to answer any questions they may have.

The school holds three annual community-building fundraisers to aid in student success and school improvement. The Run4Fun and Family Movie Night are held each fall, and Titan Madness is scheduled in the spring. Sponsorships and support from over twenty local businesses and nearly 100% of school families provide \$50,000 annually to ongoing school improvement efforts such as facility and campus improvements, student and teacher technology upgrades, and curriculum and instructional material updates.

Efforts are made to keep all parents apprised of school happenings through the weekly Titan Times newsletter, OptionC email and text alerts, and the school website. Parents have access to the online teacher gradebooks and can keep up with students' grades during each trimester. Homework and other communications are posted daily by teachers, and parents can subscribe to teachers' webpages to receive daily email updates on homework and other classroom news and announcements. Teachers frequently send parents positive emails telling them of something great their student has done. Report cards are distributed three times a year, and Parent-Teacher Conferences are scheduled twice annually. An annual parent survey provides valuable feedback to the school administration for strategic planning. The school has an open-door policy, and parents are always welcome to meet with teachers and the principal. The school benefits greatly from the support and involvement of its parents.

The school employs a coordinator of marketing, public relations, and fundraising. This staff member is responsible for external communications and frequently utilizes the local newspaper, social media, and parish communications. The school's Parent-Teacher Organization has also been very helpful in establishing relationships with and assisting community groups such as Matthew 25: Ministries, Melodic Connections, St. Vincent de Paul Society, Stepping Stones, and St. Rita School for the Deaf.

3. Professional Development:

SASEAS Catholic School believes in nurturing a lifelong love of learning for both students and faculty. SASEAS teachers are committed to continuous professional development to stay up-to-date in technology, methodology, and curriculum trends. Developing 21st Century skills and advancing student achievement are always considered when selecting professional development opportunities. SASEAS uses a plan that ascribes to the Ohio Department of Education and Archdiocese of Cincinnati professional standards. Each faculty member attends classes, workshops, webinars, and trainings that correlate to their Individual Personal Development Plan (IPDP). Teachers' goals also correlate with the standards outlined by the Archdiocese of Cincinnati and the objectives outlined in the school's improvement plan, which is developed by the administration in collaboration with faculty and staff. The improvement plan is then submitted to the Archdiocese of Cincinnati for approval. The administration will review each IPDP at the end of every two-year cycle for approval.

Some of the recent professional development sessions and trainings include: School of Faith spiritual development, Orton-Gillingham Certification, Smekens writing workshops, Standards-Based Assessment and Grading, Differentiating K-12 Assessments, Saxon Math Orientation, Coding for Elementary Students, Pearson Science Kick-Start training, and 6+1 Traits of Writing. Teachers normally prepare a presentation and share their experiences upon returning to the school. Faculty members also utilize memberships in professional organizations such as the National Council for Teachers of Mathematics and the National Catholic Educational Association.

Over the past five years, vertical alignment has been deemed an area of importance to ensure that teachers are teaching grade-level standards. Working in professional learning communities, teachers became very familiar with standards at, above, and below their assigned grade level. Teachers then collaboratively created a set of essential skills for Math and Language Arts. Identified skills are taught at each grade level, kindergarten through eighth grade, based on these essential skills, so that by the time SASEAS students graduate, all skills have been mastered. The school's professional development directly correlates with these essential skills by increasing teachers' knowledge of how to best improve student achievement in those areas. The professional development plan is evaluated by analyzing student assessment data, common formative and summative assessments, and staff feedback.

4. School Leadership:

SASEAS Catholic School believes that leadership should be distributed throughout the school, thus providing an opportunity for school staff to contribute and lead beyond their normal daily routine. The administrative team consists of two priests, principal, assistant principal, two business managers, and two office managers. A School Advisory Council composed of church parishioners and school staff meets monthly to provide long-term strategy and to oversee the school's financial position. Two very active

volunteer parent groups, the Parent-Teacher Organization and Athletic Boosters, also provide valuable leadership to the school.

The school principal, working closely with the parish priests, ensures that the school is staying true to its vision and mission statements. He strives to keep all stakeholders focused on providing a “Passionately Catholic and Academically Excellent” environment. The principal recently led a schoolwide effort to adopt a student-created motto. That motto, “I will serve joyfully, lead confidently, and inspire others through my faith in Jesus,” is recited daily. At a 2016 in-service, the principal led a staff values exercise to guide working relationships. The resulting identified values are faith, respect, fun, collaboration, professionalism, and trust. The principal has also led sessions on The Five Dysfunctions of a Team by Patrick Lencioni, Understanding Our School Budget, Handbook 101, What Should We Start-Stop-Continue?, and Discipleship Traits. The principal works closely with a curriculum committee when reviewing and selecting new instructional resources, such as the math and science adoptions the past two years. He also partners with School of Faith to provide monthly spiritual development mini-retreats for the entire staff.

The school’s assistant principal is a building leader for grades six through eight. He oversees campus logistics while also teaching four language arts classes. His leadership includes managing the annual Washington, DC trip, assisting with discipline, serving as campus representative on the School Advisory Council, coordinating junior high traditions and activities, and working closely with staff members to provide an outstanding junior high experience. Both the principal and assistant principal serve on Ohio Catholic School Accrediting Association external validation teams across the state of Ohio.

Teachers and staff members also share leadership responsibilities. Efforts such as weekly liturgies, service projects, school musicals, spelling bee, Veterans Day program, Political Convention, Student Council, athletic teams, Power of the Pen, MathCounts, Catholic Schools Week, New Family Mentoring Program, accreditation committees, and data teams could not happen without the shared leadership of the entire staff and parent volunteers.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice that has been most instrumental to the success of SASEAS Catholic School is a total commitment to providing an uplifting, complete whole-child education for each student.

Administrators and teachers understand that children need to have their spiritual, mental, physical, creative, social, and emotional needs met and related abilities challenged. The school places its Catholic identity front and center in all instructional and programmatic decisions. Growing as missionary disciples of Christ assists students in becoming more confident in who they are and why they were created. Students are achieving great heights academically as expressed throughout this application, and according to parent surveys, are entering local high schools very prepared for the ninth grade. Students have ample opportunity to grow physically through physical education classes and organized athletic team experiences in cross country, track, volleyball, basketball, football, cheerleading, and golf. Creatively, SASEAS students soar through Open Art Studio, band, liturgical choir, Young Rembrandts, Star Glazers Pottery, and grade-level musical productions. Students' socio-emotional needs are served through elementary school buddy systems, afterschool enrichment activities, anti-bullying programs and speakers, Everybody Counts Week, Holy Order house system in grades 6-8, service projects, and caring relationships established by school staff.

Connected to the school's whole-child approach, each child is viewed as a perfectly-made child of God and is celebrated as such. Students are recognized monthly for displaying various character and discipleship traits, and teachers frequently send positive communications to parents. Students who excel academically have opportunities to engage in more challenging material while those who need additional help receive assistance via differentiated instruction within the classroom or from the school's four student-support personnel.

Each child matters and every child is a star at SASEAS Catholic School!

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? \$5600
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1400

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 20%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 95%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Assessment
Form E

Grade: 3

Edition/Publication Year: 2011

Publisher: Houghton
Mifflin Harcourt

Scores are reported here
as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Assessment
Form E

Grade: 4

Edition/Publication Year: 2011

Publisher: Houghton
Mifflin Harcourt

Scores are reported here
as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Assessment
Form E

Grade: 5

Edition/Publication Year: 2011

Publisher: Houghton
Mifflin Harcourt

Scores are reported here
as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	73
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Assessment
Form E

Grade: 6

Edition/Publication Year: 2011

Publisher: Houghton
Mifflin Harcourt

Scores are reported here
as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	73
Number of students tested	37
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Assessment
Form E

Grade: 7

Edition/Publication Year: 2011

Publisher: Houghton
Mifflin Harcourt

Scores are reported here
as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	73
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Assessment
Form E

Grade: 3

Edition/Publication Year: 2011

Publisher: Houghton
Mifflin Harcourt

Scores are reported here
as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Assessment
Form E

Grade: 4

Edition/Publication Year: 2011

Publisher: Houghton
Mifflin Harcourt

Scores are reported here
as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	70
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Assessment
Form E

Grade: 5

Edition/Publication Year: 2011

Publisher: Houghton
Mifflin Harcourt

Scores are reported here
as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	69
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Assessment
Form E

Grade: 6

Edition/Publication Year: 2011

Publisher: Houghton
Mifflin Harcourt

Scores are reported here
as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	70
Number of students tested	37
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Assessment
Form E

Grade: 7

Edition/Publication Year: 2011

Publisher: Houghton
Mifflin Harcourt

Scores are reported here
as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	73
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: