

U.S. Department of Education
2022 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. Jennifer Kuzdzal
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Agnes School
(As it should appear in the official records)

School Mailing Address 2024 N Randolph Street
(If address is P.O. Box, also include street address.)

City Arlington State VA Zip Code+4 (9 digits total) 22207-3099

County Arlington

Telephone (703) 527-5423 Fax _____

Web site/URL https://school.saintagnes.org E-mail mmcgrath@saintagnes.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* Dr. Joseph Vorbach III E-mail joseph.vorbach@arlingtondiocese.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Arlington Diocese Tel. (703) 841-2519

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

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

Date _____

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

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

**Non-public Schools: If the information requested is not applicable, leave .blank*

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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

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

PART II - DEMOGRAPHIC DATA

Data should be provided for current school year (2021-2022) unless otherwise stated.

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

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

 - TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not for the district.)

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	24	24	48
K	26	20	46
1	23	24	47
2	24	24	48
3	27	21	48
4	27	21	48
5	27	16	43
6	17	31	48
7	17	29	46
8	14	26	40
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	226	236	462

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 4.2 % Asian
 - 3.1 % Black or African American
 - 1.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84.5 % White
 - 6.3 % 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 2020 - 2021 school year: ≤1%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2020	439
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

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

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services 14 %

With an IEP or 504: 63 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>28</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>52</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>25</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 4

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

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school 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 20:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2016	2016-2017
Daily student attendance	96%	98%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

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. 2009

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

St. Agnes School is a Catholic community centered on the teachings of Jesus Christ and strengthened by the partnership between parents, who are the primary educators of our students, and our dedicated teaching staff. We believe in the mission to educate our students so that they become loving Christians, inspired learners, outstanding achievers, natural communicators, and strong servants of God.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Catholic Schools, administered under the authority of the Catholic Diocese of Arlington, comply with those constitutional and statutory provisions, as may be specifically applicable to the schools, which prohibit discrimination on the basis of race, color, sex, age, marital status, disability, national origin, or citizenship in the administration of their educational, personnel, admissions, financial aid, athletic, and other school administered programs.

This policy does not preclude the existence of single sex schools, nor does it conflict with the priority given to Catholics for admission as students. This policy also does not preclude the ability of the school to undertake and/or enforce appropriate actions with respect to students who advocate on school property or at school functions, any practices or doctrines which are inconsistent with the religious tenets of the Catholic faith.

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

PART III – SCHOOL OVERVIEW

Founded in 1946 by the Sisters of Notre Dame, Saint Agnes School (SAS) celebrates the legacy of the Sisters by offering a unique blend of traditional and innovative practices. A parish school accredited through the Diocese of Arlington, SAS serves over 55 zip codes in the Northern Virginia region. Since SAS's last Blue Ribbon in 2009, the school has added 100 additional students and many programs of studies. The ability to address students with special needs has grown with the addition of additional resource teachers and a designated Orton Gillingham specialist on staff. The student population ranges from children of political appointees to baristas at Starbucks.

The generosity of SAS parish allows the school to provide a private school education to all who want to attend. We continue to make great strides in providing differentiated instruction that meets the needs of all our students. A glimpse into a SAS classroom will show you an excellent blend of instruction, critical thinking, creativity, and teachers that care. You will also see that Religion is not just a core subject, but is a daily practice of prayer, treating peers and teachers with respect, and working towards being the best person one can be.

Guided by the responsibility of fostering the spiritual development of our students, SAS teachers are committed to educating and to finding the uniqueness of each child. This would not be possible without the collaborative partnership of our parent community. We are blessed to have a supportive and active PTO. Together we share the mission of educating Loving Christians, Inspired Learners, Outstanding Achievers, Natural Communicators, and Strong Servants of Christ (the SAS LIONS motto).

SAS prides itself on addressing the needs of each individual student, and to that end we have also implemented a number of academic enhancements. Our entire team of Pre-K through 3rd grade has been certified in the Orton Gillingham method of teaching reading, writing and spelling. This approach is a direct, explicit method of teaching these skills to students and is pivotal in identifying students who may need extra support in the early grades.

SAS has continued to enrich and individualize our Science and Math programs. Students are identified in the early grades to be taught math at an accelerated rate beginning in 4th grade. Students in grades Pre-K through 2 are given weekly hands-on science instruction and STEM lessons. Students throughout the school are taught the Engineering Design Process. The emphasis on critical thinking is imperative in educating the whole child and setting the students on a path to succeed in a competitive world.

With its doors open to in-person learning during the pandemic, this Blue Ribbon school demonstrated resilience and creativity in crisis. While neighboring school districts remained closed throughout the 2020-21 school year, SAS persevered through the year, employing mitigations that allowed students to not only attend school, but enjoy it. Every SAS student attended specials classes, played at recess, and enjoyed lunch with their peers. Last year SAS was able to stay open in person all year with the exception of four days where teachers instructed virtually. The ability to pivot was remarkable and showed the approach to educating the whole child.

As a previous recipient of the Blue Ribbon, SAS understands that acknowledging success comes with responsibility. SAS has used the Blue Ribbon distinction to showcase the academic rigor and education of the whole child as a marketing tool. Being a Blue Ribbon school allows SAS the opportunity to raise awareness of the value that a Catholic education can bring to a child and encourage the community to support the school. SAS is proud to have formed strong relationships with neighboring schools, local private and public universities, and with the community. We plan to continue those strong working relationships for many years to come.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Parents consistently cite the positivity and academic rigor of St. Agnes School (SAS) as the greatest attributes of the school. The mission of SAS is to take each student to their academic and social-emotional potential, from pre-K through 8th grade. Our close-knit community allows us to get to know the entire family and therefore to be better able to discern the needs of our students.

SAS leverages its strong and enduring partnerships among faculty and parents to not only meet, but in fact exceed, the curriculum guidelines set by the Diocese of Arlington. The guidelines allow teachers to develop a research-based curriculum that provides academic rigor, while also addressing the needs of students with different learning styles and capabilities.

The school's ability to provide positive, targeted, individualized instruction depends also on its effective use of assessments such as PALS, DRS and Scantron. Teachers use these data points to adapt class-wide differentiated instruction and to target specific learning interventions for individual students.

SAS employs a unique vertically and horizontally aligned collaborative approach to forming students who are exceptionally able to advocate for themselves and for others. For example, each month the entire school focuses on one virtue, and together conducts a service project designed to promote that virtue and to help others in need. Every student from youngest to oldest participates in these activities. Students employ their oral and written language skills to promote and complete these activities. All teachers meet with their teams in a collegial environment every two weeks to collaborate their approach to the virtue project and to make sure that the skills at each grade level are academically rigorous and that reinforce one another. By middle school, students employ these skills in all their classes, including a Service Learning class especially designed as a social justice capstone project.

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

St. Agnes School (SAS) used a combined literacy approach throughout the school, and also integrated its content instruction with ELA.

The primary approach for literacy instruction in pre-kindergarten through 2nd grade is the Orton Gillingham approach (OG). This direct, multi-sensory and sequential system allows students to learn syllabication that will assist them in reading and writing throughout their academic careers. The OG approach has allowed for early intervention in the early childhood and primary grades.

Students are placed in guided reading groups beginning in Kindergarten. Students engage in a daily language arts block that combines direct instruction, literacy centers, and writing. The use of inquiry-based learning allows students to grow as writers and provide cross curricular activities such as creating a website about a US state, Patron Saint Reports, Habitat Displays, Virginia Wax Museum and the Landmark Project.

In Upper School students receive classic grammar and writing instruction, and are also challenged by thought-provoking literature selections. In their writing, students are asked to build on the foundation of the five-paragraph essay. Teachers work together to teach literature during the historical time periods covered in Social Studies. Students read about The Iliad while studying Ancient Greece, prepare persuasive arguments and engage in debates regarding the rights contained in specific Amendments in the Constitution and create podcasts about their favorite novel. In their weekly STEM classes, students learn how to use technology to deepen their comprehension of their literature. The expectation is that all SAS students will be able to communicate effectively in oral language and writing. This is supported by the multiple opportunities students are given to engage in public speaking from the time they are in Kindergarten. The performing arts

and literature are the basis of student plays such as *The Iliad*, *Canterbury Tales* and *The Odyssey*.

In Upper School students receive classic grammar and writing instruction. Students write one, three, and five- paragraph essays. Students focus especially on literary analysis of thought-provoking literature selections.

The Scantron Performance Series is an adaptive online assessment that is given to our students in grades 3-7 three times a year that helps teachers monitor growth in both reading and language arts (two different testing areas). The assessment is geared towards the diocesan curriculum goals and the teacher can pull out suggested learning objectives for individual students, small groups, or the whole-class to work on. The Scantron tests are typically a good way to confirm classroom performance, get another piece of data, as well as give a standardized score for parents and other educators to observe in case of remediation. The Scantron tests are not tied to the gradebook, but are used in making class decisions (such as advanced math class). Teachers use a variety of methods to assess student classroom performance, including observation, summative, and formative assessments.

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

St. Agnes School (SAS) has made a concerted effort to expand its math curriculum throughout the school. Computation, problem solving and integrating the STEM curriculum into math class have become hallmarks of the math curriculum. Teachers employ a balance of direct instruction, manipulatives and small group instruction to progress through the curriculum which begins at simple number recognition through expressing geometric properties with equations.

Students in third grade receive additional instruction and support from our Math Specialist. The students are monitored and assessed through typical teacher methods of observation, summative, and formative assessments on grade level material. The teachers regularly meet with the Math Specialist who will ensure they are on track and will provide guidance for students either ahead of or behind the curriculum. On occasion, the Math Specialist will pull small leveled groups to provide more targeted instruction to students.

SAS offers an Accelerated Math Program that begins in 4th grade. The Accelerated Math Program is for students who not only show a love of math, but also have strong math skills, perseverance when given more challenging tasks, and a motivation to engage in critical thinking and problem solving.

The Accelerated Program does not deviate from the curriculum guidelines provided from the Diocese of Arlington. The class moves at a much faster pace and includes more enrichment for students who grasp concepts quickly and apply knowledge with independence.

The three math classes in 4th- 6th grade (grade level, compacted, accelerated), will allow all students to benefit from small class size, appropriate pacing, and a more individualized approach to learning and teaching. Movement is fluid and students are tested each year to allow for proper placement.

Students on the accelerated track will end their SAS career taking Geometry in 8th grade, while most students are on the track to finish with Algebra 1. Teachers in the Math Department meet on a regular basis to ensure the vertical alignment of skills are being taught. To ensure a smooth transition a commitment to using the same vocabulary, textbook series and supportive tools such as IXL, Prodigy and Reflex Math has been adopted among our math teachers.

The Scantron Performance Series is an adaptive online assessment that is given to our students in grades 3-7 three times a year that helps teachers monitor growth in math skills. The assessment is geared towards the diocesan curriculum goals and the teacher can pull out suggested learning objectives for individual students, small groups, or the whole-class to work on. The Scantron tests are typically a good way to confirm classroom performance, get another piece of data, as well as give a standardized score for parents and other educators to observe in case of remediation. Teachers use a variety of methods to assess student classroom performance, including observation, summative, and formative assessments.

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

St. Agnes School (SAS) seeks to grow a student's natural curiosity from the first day they enter the building. The school's primary Science Specialist works with Pre-Kindergarten through 2nd grade on a weekly basis to bring Science concepts to life by conducting a science experiment based on the scientific method at their grade level. Through exploration and natural inquiry, the Science Specialist and students learn about the world around them in a fun and interactive way.

The classroom teacher continues to use the Diocese of Arlington curriculum guidelines to ensure a continuum of knowledge is spread over the students' experience at SAS are assessed in a variety of ways, including projects and typical assessments.

The Upper School science lab typically has one experiment a week. Students are introduced to a topic, presented with information, asked for a hypothesis, and then given a chance to test it safely under the direction of the Upper school science teacher. Experiments with electricity, chemical reactions and fetal pigs provide the students with a variety of experiences and opportunities to truly be scientists.

Seventh grade students participate in the school's science fair. Much research is put into the chosen topic, and months-long projects are judged by volunteers connected to the school community. Eighth grade students participate in the school's STEM Fair; and the winners go on to the diocesan level. Students can work on their own or in pairs to solve a problem in the STEM world. The Engineering Process is taught to students beginning in Kindergarten. Students learn how to build circuits, code and participate in Robotics competitions.

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

The study of history rests on knowledge of dates, names, places, events, and ideas. St. Agnes School (SAS) students begin their studies with the community around them, US history, geography, World History and Ancient Cultures. Teachers use a project-based approach to enhance historical understanding. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills are developed through the study of significant historical events from the era or society being studied. The State Fair, Wax Museum, Roaring 20's Banquet and Landmark Project are just some of the ways students express their historical knowledge.

Students in all grades participate in monthly Virtue projects that address the needs of today's society through its partnership with Catholic Charities. Students each month take part in projects to help the homeless, address food insecurity and this year aid to refugees. Students in grades 7th and 8th take a Social Justice Class and participate in a year-long Service class. These classes tackle societal issues and allow students to create their own service project by identifying issues and needs in their community.

1f. For secondary schools:

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

St. Agnes School's (SAS) Pre-K program uses Stories of God's Love, a Bible-based curriculum and through religion, the children discover God's goodness, their own uniqueness, and that God's presence is good, beautiful, and all around them. The Pre-K 4 program also uses the Handwriting without Tears curriculum which provides a fun, hands-on approach to teach correct letter and number formation, and help children develop good writing skills. For additional practice, students use Sing, Spell, Read, & Write. SAS uses the Orton Gillingham (OG) teaching approach for reading, which involves the smaller skills of letter recognition and sound introduction in Pre-K 3 and Pre-K 4.

These skills are then built upon in grades K-3 for reading and spelling. The OG teaching approach is used

for phonemic awareness and the connections between sounds and letters. Math, science, and social studies are integrated through activities involving blocks, sand, water, experiments, and books. In math, number recognition, number sense, shapes, patterns and measurements are introduced as a vertical alignment. These skills are later used in K-3 for estimation, skip counting, creating more complexed patterns, geometry, using concrete material to observe how an object can slip, slide or flip, and problem solving. In science, the alignment is seen through advanced investigation, reasoning, and logic. The students find logical answers to the questions of why, what, and how things are happening. More complex scientific words are used in the upper grades. As they continue in grades K-3, SAS students expand their understanding of how their social settings impact their lives and they learn more about where they are from. Pre-K early education has a significant impact on school readiness and success in the primary grades; SAS Pre-K students feel more prepared and comfortable with the school setting.

2. Other Curriculum Areas:

Specials Classes are integral components of school life at St. Agnes School (SAS).

Media Center/Library: The library contributes to the total school program in many ways. All grades are provided the opportunity to check out books needed for book reports and research assignments. Students learn important research skills, such as seeking sources, taking notes, discerning main ideas, paraphrasing instead of plagiarizing, and citing sources. The youth services librarian at Cherrydale Branch comes at the beginning of each year to give a presentation on using the public library for homework help and research. Students are provided with forms to get their own library card.

The library also offers some class specific projects. The entire third grade reads a single book, which the homeroom teachers assign as a nightly reading log. A couple of library classes are spent discussing the book, culminating in a talk with the author via Skype. Authors also come visit the school once each year. The fourth grade participates in a library sponsored book club during December and January. Supplemental library lessons are taught on topics that students are learning in Social Studies and/or Science classes. For example, in fourth grade, students learn about the American Revolution, so classes are devoted to studying Noah Webster and how he created the first American-English dictionary as a revolutionary act to separate the U.S. from England. The idea is to focus on something that fits within the unit being studied in homeroom, and supplement it with engaging and meaningful activities related to the curriculum.

The librarian finds other ways to engage other grades as well. Fifth grade has the opportunity to participate in the school's version of "Battle of the Books" from November through April. And sixth grade students attend a weekly study skills class. They are continually encouraged to make a tangible connection between the skills taught in this class, with the work they are doing in all of their other classes. The students are instructed on how to use a syllabus, how to organize lockers and accordion folders, how to set academic goals and work toward achieving them, how to manage time when working on multiple assignments, etc.

The library supports the reading & language arts curriculum in primary and intermediate grades using a number of methods. Several classes at the beginning of the school year are devoted to Daily 5 "IPICK" which is a strategy that primary grade teachers use for selecting right-fit books: I-PICK = Why do I Choose a Book? Purpose? Interest? Comprehension? Knowledge (of vocabulary). This is reinforced throughout the year. The librarian also has received training in the Orton-Gillingham method of reading instruction. As such, classroom reading lessons are reinforced during weekly library time. For instance, before students select their books for checkout, they discuss the letter/word/concept of the week; then they are to seek those out in their books during quiet reading time.

Fine Arts: Art is an integral part of educating the whole child. It is necessary for children of all ages to express themselves creatively. The Art Department strives to broaden and enrich the student's experience by introducing various materials and mediums when creating art. Students are taught how to use clay, India ink, watercolor, pastels, tempera/oil paints, sand, yarn and salt. They work with metal, wire, watercolor paper, cardstock, weaving looms and tracing paper.

The Art Department successfully communicates with other departments to combine curriculums. The 5th

graders learn about African Culture in social studies. During Art class, students view and discuss how African masks are constructed. The students then create their own masks of cardboard, beads, pasta, feathers, straw etc. Fourth grade students begin to learn geometry. In turn, the Art Department teaches students to draw geometric shapes and forms. They each produce a watercolor using overlapping geometric shapes. In pre-k through kindergarten the Art Department reads famous authors like Dr. Seuss and Chris Van Dusen. Lesson plans are then created based on these famous authors.

Art helps to give children a well-rounded education. It's a place to express creativity and build confidence. Art at SAS inspires, motivates and develops skills that can be translated to other academics.

Foreign Languages: SAS offers both Spanish and Latin to its students. Spanish begins in the Pre-K program, with weekly classes. Starting in Kindergarten, students have two classes a week of Spanish to work on conversation skills and basic phrases, words, and translations. Beginning in 6th grade, students can choose to stay in Spanish, or can switch into Latin. Latin focuses on vocabulary and translation skills. Both courses are graded and provide students with opportunities to gain knowledge and confidence in another language.

Performing Arts: SAS has a robust performing arts program, with grades Pre-K through eight taking part in a weekly music class. This class is heavily performance based and prepares students for numerous productions throughout the year, including the Christmas Prayer (Grades Pre-K through eight), The Spring Concert (grades Pre-K through three), the Spring Musical (grades four through eight), The Eighth Grade Tribute (school wide), and the Talent Show (school wide). We also spend time preparing students for sung prayer in weekly mass, and, in conjunction with the music director at the Church, we have developed a Student Cantor program. Several smaller, grade specific performances occur throughout the year that are supported by the music program, including the Pre-K Christmas show, "Donuts for Dads" and May Crowning, the first grade Christmas Play and Posadas, the third grade President's Day Program, fifth grade Hispanic Heritage Program, and the seventh grade Earth Day Program. In addition, skits and plays are used throughout the year by various classes to enhance classroom learning—especially in the 6th grade, where they present yearly plays on The Greek and Roman myths, Beowulf, and The Canterbury Tales, and in eighth grade where they tackle a Shakespearean play each Spring. Many of these programs have had to be put on hold, or scaled down due to COVID the past two years, but SAS hopes to bring them back once they are safe to do so.

Furthermore, students who wish to have further musical instruction, can participate in the School Band, which performs concerts in the school, for the Diocesan Band Festival, and for a band festival in Kings Dominion/Hershey Park/or Busch Gardens annually. Performance is highly valued and supported at SAS as an avenue for creative expression, and for the confidence and poise it builds in our students.

Physical Education/Health Education: Physical education is an important component to student growth and development. All students engage in regular, structured physical activity. Third grade through eighth grade students run a timed sprint test twice a year. Third grade through eighth grade students are also tested in the mile run once a year. All Physical Education classes begin with the students performing basic dynamic warm-up movements. Students are instructed as to the importance of warming up and stretching. Pre-K through second grade have basic movements, such as skipping, integrated into the warm-up dynamics. Field day is held at the end of the school year with all the students participating in a variety of games.

Technology: Technology instructions are woven tightly with the total school program in many ways. Technology is used in each classroom with either student devices (iPads and Chromebooks), short throw projectors, or television display. The iPads are used to practice language arts and math concepts and reinforce or enhance the classroom instruction. The Chromebooks are used for research and for students to work on their assignments using Google Apps. The short throw projectors are interactive and allow the teachers to directly involve students in the lesson. They are also used to play videos and display pictures or web sites that are part of a lesson. The televisions are used in the same way as the short throw projectors, except they do not have the interactive features. Often students present their work over the televisions in the upper school classrooms.

SAS has 3 different types of robots: Bee Bots for pre-K through second grade, Dash and Dot for

Kindergarten through eighth grade and Lego Mindstorm EV3s for fourth grade through eighth grade. These are used both in the classroom and in STEM class.

In the STEM classes, the teacher works with the students to prepare them to use the tools that they need to do their classwork and homework. Often, the technology or STEM lessons are aligned with the curriculum for that grade.

SAS Upper School teachers utilize Google Classroom to post homework, classwork, and other messages on a regular basis. They also regularly post grades and comments on PowerSchool for students and parents to review. We believe the students should have ownership of their learning, and their access to Google Classroom and PowerSchool are integral to being good students.

3. Academic Supports

3a. Students performing below grade level:

St. Agnes School (SAS) recognizes the importance of explicit and evidence-based instruction to help each student reach his/her academic potential. In the primary grades, students are grouped into flexible, small groups. The multisensory Orton-Gillingham Program (OG) is used to teach reading, spelling, and writing. Teachers use interventions that track data which include the Lexia Reading Program, Developmental Reading Assessment (DRA), Splash Math Program, and the IXL Math Program. These programs assist the teacher in recording data and tracking the student's progress, and some also allow home use so that the parent can work with the child. Fourth and fifth grade teachers also use the OG and IXL Programs. The level of the math class in which the student participates in is based on his/her performance on a preliminary summative assessment. The same is true for students in sixth to eighth grades. Students are given both formative and summative assessments on a regular basis. Assignments are recorded on Google Classroom each day, and assessment grades are updated on Powerschool weekly.

If a student at any grade level begins to struggle, the student's teacher meets with his/her parents to discuss ways to help the student, and a resource teacher provides push-in help. If a student consistently performs below grade level, a Response to Intervention (RtI) approach is taken and remedial academic supports and accommodations are put in place. Also, push-in and pull-out services become available from resource teachers.

If any student continues to have difficulties, a Student Assistance Team (SAT) is convened. The team members include the student's teacher, resource teacher, administrator, and school counselor. They discuss the student's strengths, areas of need, and any behavior issues. The team then identifies any problems, brainstorm possible ways to help, and develop proactive strategies to intervene. The process of collecting data and documentation begins.

3b. Students performing above grade level:

St. Agnes School (SAS) prides itself on enabling students of all capabilities to achieve success in the classroom. Oftentimes, students who are performing above grade level are not always given the attention or programs that fit their needs. The educational practice of differentiation is used throughout the school as a tool to meet students' diverse learning styles and needs.

In grades K-3, teachers use evidence-based interventions that track data which include the Lexia Reading and IXL Math Program. For example, the Lexia Reading Program enables the teacher to create individualized, accelerated lessons for the students based on their performance. Every few months the students are given the Developmental Reading Assessment (DRA) to check each student's progress and to make any necessary changes in the level of the small group in which the student participates. Students are provided with books that are at their current reading level. Teachers provide a variety of learning centers of student's choice and accelerated instruction using the IXL Math Program.

SAS expanded its Math Program to allow for an Accelerated Math program. This program begins in 4th

grade and serves students who not only show a love of math, but also have strong math skills, and a motivation to engage in critical thinking and problem solving. The Accelerated Program does not deviate from the curriculum guidelines provided from the Diocese of Arlington. The class moves at a much faster pace and includes more enrichment for students who grasp concepts quickly and apply knowledge with independence. This track allows students to take Geometry in 8th grade. Students must meet certain criteria to enter the program.

In each content area, SAS focuses on student-driven differentiation. For example, teachers often assign projects that allow a student to choose the format in which they would like to present the information. This choice allows them to analyze the information and present it in a learning modality that best serves their learning style or needs. It offers students a challenge and provides them the outlet for self-expression.

3c. Special education:

If a student at St. Agnes School (SAS) continues to struggle after three meetings of the Student Assistance Team (SAT), the school and parents meet to discuss referring the student for an evaluation. Parents may have the evaluation conducted either through the local public school system or privately. If the student is tested and diagnosed with a learning disability, the testing results are shared with the resource teacher who writes up a Student Assistance Plan (SAP). The SAP documents specific information about the student's learning strengths and difficulties.

Most importantly, it lists the recommended accommodations as outlined from the report. The SAP is shared with the parents for signature. Then the teacher, parents, and resource teacher meet to discuss the accommodations and how they will be implemented in the classroom.

The classroom teacher and resource teacher meet regularly to review the student's SAP to be sure all of the necessary accommodations are being provided. The resource teacher provides either individual pull out help or push-in help for the student. Students with language-based disabilities may be pulled out of foreign language classes to receive individual teaching and support services. Resource teachers are available to help students during lunch and/or recess times. Also, the resource teachers are available to help students during the weekly study hall period.

If the student was diagnosed by the public school system, an Individual Service Plan (ISP) is written and a county resource teacher checks in each trimester to receive a copy of the student's report card. If the student was diagnosed by a private evaluator, the resource teacher checks in with the student's parents to discuss his/her report card. If at any time, the student begins to have difficulties, the parents, classroom teacher, and resource teacher meet to discuss other ways to help the student achieve his/her potential.

3d. English Language Learners, if a special program or intervention is offered:

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

St. Agnes School (SAS) has a well-deserved reputation as a welcoming community that embraces each student where they are - academically, socially, and emotionally. The dynamic staff creates vibrant classroom settings with encouraging and goal-setting messages. This positive student environment allows for active student engagement, ease of movement, and proper social distancing.

During the current challenging health situation, SAS has been forward thinking while addressing the balance of both in-person and remote learning. Fortunate to have had the majority of classes in-person during the 2020-2022 school years, SAS worked diligently to maintain as many school traditions and extracurricular activities as possible. We have been able to have our school band, holiday celebrations, plays, academic contests, after school clubs, and spiritual events. For example, the Pre-K/8th grade Christmas Prayer, Kindergarten Thanksgiving meal, 1st grade Saints' Parade, the sacraments for 2nd and 8th grades, 3rd grade state projects, 4th grade Wax Museum, 5th grade Monuments Exhibit, 6th grade Greek Plays, 7th grade Science Fair, and 8th grade Roaring 20s Banquet were all a part of the school year. This familiar rhythm of the school year helps the students feel comfortable and on track in both the academic and social life of the school. Traditional rites of passage, such as Kindergarten graduation, movement to upper school, and the high school application process have continued as always.

When SAS has had remote learning situations, as age appropriate, the students maintain schedules which approximate their traditional school day. They have Zoom classes with their teachers, assignments posted on Google Classroom, homework graded and grades posted on PowerSchool. The students have school issued Chromebooks and wear their uniforms while in class. In other words, they feel comfortable with the structure and enjoy seeing their classmates and teachers each day. For the younger students, remote school days adapt to their age and often packets of worksheets, Zooms with our Specials teachers, and creative projects have been sent home. The entire school community, administrators, counselor, resource teachers, and specials teachers, are involved in supporting our students while in a remote learning setting.

2. Engaging Families and Community:

The most important of St. Agnes School's (SAS) vibrant community partnerships that contributes to the ongoing success of our students and school is our Parent Teacher Organization (PTO) which organizes a variety of fundraisers and opportunities for parent volunteers. They raise money for teacher training, technology, teacher luncheons, classroom needs, and teacher bonuses. Our PTO also plans events to build community among the parents. They coordinate the school supplies program through which students can order their classroom supplies. In the fall of 2020, the PTO raised money to help the school to reopen for in-person learning during Covid-19. This helped purchase protective equipment for teachers and students, individual school supplies and technology for students, and sports equipment so that students could play at recess in a safe way. Additionally, each year, the PTO organizes guest speakers to educate parents on a variety of topics. This January, the PTO will host a group of panelists to educate parents on how to keep their children safe on social media.

The largest fundraiser hosted by our PTO is the Yearly Auction. This raises around \$100,000 each year for the school. There is usually a smaller event before the Auction such as a Bingo or Trivia Night which promotes sponsorships to help underwrite the cost of the Auction. Additionally, our parish is undergoing a Capital Campaign which will bring many improvements to the school. A new wing opened in 2021, and a new library and technology center will be completed in 2022. Many school families have contributed to the campaign. We also receive other donations from various community members. For example, a parish family donates between \$5,000 and \$10,000 yearly to our resource program.

In addition to the opportunities provided by the PTO, our students' parents volunteer in many other ways. Guest readers and speakers regularly visit classrooms. Parent volunteers organize events such as Jesus Day for students receiving First Communion and Trunk or Treat. Parents also volunteer at events such as

Colonial Day, the State Fair, and chaperone field trips. During Catholic Schools Week, parent volunteers teach mini-courses to the Upper School students on topics such as French, designing marshmallow shooters, and pickleball. Parents also volunteer at school events such as STEAM night. Although parent volunteers have not been allowed inside the school building during the pandemic, they have continued to volunteer outside at recess to sanitize playground equipment.

We also have outside business partnerships that provide fundraising opportunities for SAS. Child's Play Toys and Books, Old Dominion Pizza, and Badd Pizza have hosted fundraising events during which they donated a percentage of their sales to our school. Our school lunch program, Yay Lunch, gives the school a small commission for each student who signs up for their program.

Additionally, outside volunteers contribute to the school. Each year, professional volunteers with science backgrounds judge the Upper School Science Fair. Our after school enrichment programs are run by both parent and outside volunteers. These clubs include topics such as pottery, chess, robotics, French, yoga, karate, drama, and Legos.

3. Creating Professional Culture:

The St. Agnes School (SAS) professional culture has sustained and supported our teachers and staff before, during, and after distance learning. Through a remarkable combination of administrative leadership and collaboration among teachers, staff, and parents, SAS was able to provide quality distance learning within two days of going fully virtual in March 2020. That same spirit pervades the building today. Teachers often cite SAS culture as the single most significant reason they love coming to work every day, and explains its virtual absence of teacher turnover.

The SAS administration anticipated the need to go to distance learning and took immediate and concrete steps to support teachers and families in advance. Each team (early childhood, primary, intermediate, and middle school) met separately with the administration while we were still in person. The principal and vice principal set out the expectations and directives, and each team worked out the technology needed to make those expectations reality. Our technology coordinator was in each meeting, and worked tirelessly to ensure that each team had the applications and devices that were appropriate for each grade level. Each family that needed one was supplied a school-issued device, and teachers reviewed with the students the online formats we would use in case we had to go virtual.

The spirit of collaboration at SAS was illustrated perfectly on March 13, 2020. We received notice in the afternoon that we would be out of school as of that day. We had two hours to get the students packed up with everything they would need for an indefinite period of distance learning. Every adult in the building went into action. Staff members who weren't teaching classes at the time were helping teachers get materials together and copied. Specials teachers were helping students pack their backpacks with all their textbooks. The school nurse and counselor, the custodian, the office staff, and the resource teachers were all in action, cheerfully doing whatever was needed to get the job done.

Throughout distance learning and beyond SAS supplies its teachers and staff with the support they needed to get the job done. SAS provides targeted professional development for specific technology and other support teachers need. The diocese also sponsors professional development days. For example, recently, SAS flew in author Lisa Westman to hold workshops on student-driven differentiation. SAS supports its teachers.

4. School Leadership:

Saint Agnes School (SAS) operates under a philosophy of shared leadership. While final decision-making authority rests with the principal and pastor, faculty and staff members participate in the decision-making process and are empowered to implement policies with autonomy in their areas of influence, i.e. the classroom or front office. This shared leadership philosophy results in a collegial and collaborative work environment in which all stakeholders work to advance a clearly-defined mission - "to educate our students to be loving Christians, inspired learners, outstanding achievers, natural communicators, and strong servants of God."

The formal leadership structure of SAS is as follows. The SAS principal reports to both the pastor and the superintendent of schools. The pastor is spiritual leader and decision-maker on finance and facility. The superintendent's office sets policies and guidelines regarding personnel, curriculum, and instruction. The principal implements policies from the pastor and superintendent in decision-making and is ultimately responsible for all operations of the school. The SAS principal delegates leadership responsibilities to the following faculty members: assistant principal, resource teacher, technology coordinator, nurse, office manager, team leaders, and subject coordinators. The input of faculty and staff members is solicited and taken into account throughout the decision-making process.

The administration maximizes student achievement by clearly articulating a vision for the school, taking responsibility for development and oversight of personnel, establishing and supporting networks of collaboration, directing the development and continuous improvement of curriculum, and communicating new programs and changes to all constituencies.

The school's mission statement is posted visibly, referenced often by administration and communicated to all stakeholders. All new and existing programs are evaluated according to their ability to advance the mission. The SAS principal and assistant principal clearly communicate staff expectations through yearly review of the handbook and by offering high quality professional development in differentiation and social-emotional learning. The SAS administration encourages a collaborative culture by scheduling for joint planning time, encouraging peer observation and cross-curricular projects, attending regular team meetings and creating an online sharing space on Google Drive. A weekly newsletter and open lines of communication ensure community engagement.

During the changing circumstances of pandemic schooling, the philosophy of shared leadership allowed the SAS principal to quickly adapt. The role of the technology coordinator and the school nurse expanded during distance learning and the return to in-person instruction. The flexibility of the leadership structure allowed SAS to minimize disruption and maximize student achievement during these unprecedented times. The SAS principal also called upon parents with relevant experience (engineers, nurses, doctors) in implementing technological upgrades to the facility (air quality monitoring systems, outdoor classrooms) and developing Covid-mitigation strategies.

5. Culturally Responsive Teaching and Learning:

At St. Agnes School (SAS) we pride ourselves on seeking to meet the academic, emotional, social, and spiritual needs of every student. 20% of our students identify as ethnicities other than white. The majority of students are Catholic; however, children of all faiths attend SAS. In order to address the diverse needs and backgrounds of our students, families, and staff, we offer services for students with academic and/or emotional needs through the significant increase in our Resource team. Over the last five years we implemented a number of academic enhancements including training our entire team of pre-k through third grade teachers, as well as administrators, school counselor, and resource team in the Orton Gillingham (OG) method of teaching reading, writing, and spelling. We strive for classroom instruction that engages and motivates all students, addressing the diverse needs and capabilities of each student and accommodating students with special needs as fully possible. Due to a high population of military families, we host an annual Veteran's Day assembly to honor and remember those who have and are still serving our country. Likewise, the Parent Teacher Organization (PTO) sponsors professional development to help faculty address needs of students and continued educational support.

Financial aid is offered through a needs based process to ensure equity and make education more accessible to all families. The PTO also sponsors a used uniform sale to ensure equity for all. The uniforms are available to all families, regardless of socio-economic status. Lastly, the PTO offers a committee called Family Support who offer assistance in times of need.

To enhance cultural awareness, students are chosen to read in their native language at our school-wide Multicultural Mass. SAS also expanded its World Language program by offering our Upper School a choice between Spanish and Latin. In an effort to address current events and/or social movements that may have a

direct impact on students, families, and their communities, SAS organizes and carries out specifically targeted campaigns to serve the needs of others. For instance, the 7th grade Social Justice class has addressed local homelessness, living below the poverty line, fair wages, the treatment of the elderly and the justice system. Likewise, SAS partners with the Refugee Simulation through Catholic Charities as well as other projects and organizations which bring awareness to students of the needs of those around them and in the world.

Through the living out of our Catholic values, as stated in our Mission Statement, SAS coordinates monthly service projects with various community organizations and stakeholders to address the current cultural issues and needs. Likewise, the School Counselor speaks to every homeroom once a month about a specific topic concerning the need to be aware of others feelings, experiences, and situations. These monthly programs ensure that students begin to see the world around them in a different light, enhancing our appreciation for diversity and unity. They also help create a culture of respect in the classroom and school community.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Saint Agnes School (SAS) continues to grow, evolve and succeed due to the collaborative culture of its faculty and staff. That collaboration has resulted in a thriving school which, even in these past difficult years, has created new programs and maintained academic excellence.

The SAS mission statement itself shows the value of the SAS collaborative culture. The current administration and its faculty worked together to create a mission statement that would drive instruction and pedagogy, as well as serve as a reminder of the overarching goals of the community. The initial practice of writing the mission statement set the tone for collaboration. The mission statement was revised by all faculty and was signed on an unitive copy to show their commitment to our students, their parents, and each other.

The SAS leadership model itself reflects its collaborative approach. The school is designated into four teams: early childhood, primary, intermediate, and upper school. These teams are each led by teacher leaders who run team meetings biweekly to discuss curriculum and student achievement, and to collectively address any new initiatives or issues.

Vertical alignment is a cornerstone of a collaborative faculty and student success. Teachers also meet by department to discuss how the curriculum fits together throughout the Pre-K-8 instructional model. These discussions lead to concrete plans to address achievement gaps, best practices, and teachers work together to develop differentiated lessons that will meet the needs of our students.

Key to each year is the hiring or promotion of members of the teaching staff. Mindful hiring, consistent with the mission, allows the entire school to work together with the same goals in mind. Teachers are encouraged to find professional development opportunities and take classes, workshops or further their education. SAS supports the teachers by funding individualized professional development, as well as by providing its own school-wide professional development opportunities.

SAS collaboration has led to concrete new initiatives that enhance our academic rigor. The mission to early intervention in reading has allowed every teacher in Pre-K 3 through 3rd grade along with support staff to be trained in the Orton Gillingham (OG) Method. New teachers were supported with classes in Classroom Management and Curriculum Instruction on campus provided by Trinity College in Washington DC and the entire staff read and discussed the book Student-Driven Differentiation by Lisa Westman, and then enjoyed an author's visit. Ms. Westman worked directly with teachers in their teams to discuss how this practice could best be implemented at their grade level or content area.

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? \$9399
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2682

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 11%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2019-2020)¹. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.

These reports must include:

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

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

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

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

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

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

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