

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

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

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

School Mailing Address 500 Mull Avenue
(If address is P.O. Box, also include street address.)

City Akron State OH Zip Code+4 (9 digits total) 44320-1213

County Summit

Telephone (330) 836-9107 Fax (330) 836-7690

Web site/URL https://www.stsebastian.org/school E-mail rohra@stsebastian.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. Frank O'Linn E-mail folinn@dioceseofcleveland.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Cleveland Tel. (216) 696-6525

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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

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

PART II - DEMOGRAPHIC DATA

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

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

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

 - 0 TOTAL

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

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

- Urban (city or town)
- Suburban
- Rural

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

Grade	# of Students
PreK	50
K	37
1	35
2	34
3	40
4	39
5	37
6	35
7	39
8	34
9	0
10	0
11	0
12 or higher	0
Total Students	380

*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
 - 2.4 % Asian
 - 9.4 % Black or African American
 - 1.5 % Hispanic or Latino
 - 0.3 % Native Hawaiian or Other Pacific Islander
 - 81 % White
 - 5.4 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 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, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	3
(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, 2021	383
(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: 6 %

Total number students who qualify: 21

8. Students receiving special education services with an IEP: 3 %
 Total number of students served 11

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

- | | |
|----------------------------------|------------------------------------------------|
| <u>0</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

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

10. Number of years the principal has been in the position at this school: 6

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra 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.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

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

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

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

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

Yes No

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

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

Dedicated to Christ and committed to excellence in education. We honor the Catholic traditions of the past, work to develop our talents today, and prepare for Christian service in the future.

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

<https://www.stsebastian.org/sites/default/files/editor/2020-21%20Nondiscriminatory%20Policy.pdf>

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

PART III – SCHOOL OVERVIEW

St. Sebastian Parish School has served the greater Akron community since 1929 as a part of the Catholic Diocese of Cleveland. This pre-K through 8th-grade school, sitting on a large campus adjacent to St. Sebastian Parish Church, has been a consistent source of quality education and faith instruction and is the home of nearly 5,700 graduates. St. Sebastian is a family-centered, welcoming environment that attracts generations of families.

While a primary goal of the school is academic excellence, all school programs exist within the framework of the Catholic Church. Catholic liturgy, sacraments, traditions, and prayer are taught daily as an integral part of the curriculum. However, in keeping with the ecumenical spirit of the Church, students and traditions of all faiths are welcomed and recognized. The school pairs this spiritual development with a strong social and emotional learning (SEL) program, creating an environment that educates the whole student and strives to create lifelong learners.

St. Sebastian is proud to be designated as a STEM school by Ohio. As a Catholic school, the teachers take it one step further with a STREAM approach, which incorporates religion and the arts. Teachers collaborate to design learning opportunities that reach across each of the STREAM disciplines. The school features an Innovation Lab (makerspace), and teachers frequently take their classes and extracurricular groups to this space for student-centered, STEM-based collaboration in which students are challenged to be creative, take risks, experiment, and let their curiosity guide their discovery across disciplines. The engineering design process is a focus of the STEM curriculum, with students introduced to this concept in the primary grades and culminating with science fair projects and complex lab experiments in junior high.

The school mission declares that St. Sebastian is “Dedicated to Christ and Committed to Excellence in Education.” The leadership and faculty believe that STEM education exemplifies excellence in education and best teaching practices because it is engaging, student-centered, rigorous, and relevant, and it provides skills for success in life through a variety of learning styles and differentiation. Incorporating the arts and humanities is paramount to maximizing the success of all learners at St. Sebastian. Instead of focusing only on the four STEM topics individually, the school’s approach teaches these subjects as a network of topics that are intertwined with the arts and humanities. For example, students designing roller coasters during science classes learn that real-world problems do not present themselves merely in units of math or science, but rather as a web of interconnected topics. Furthermore, since STEM education is not just about what occurs in the classroom, the school provides multiple field trip opportunities so students see and experience real-world examples of how technology, design, art, the natural world, and innovation are linked.

St. Sebastian is well-known for its tradition of academic excellence in Akron. Students, teachers, and the school have been repeatedly recognized for their accomplishments. For example, St. Sebastian students are known for being excellent writers, as evident by the multiple awards the Power of the Pen team has won over the years locally, regionally, and statewide. The school’s STEM curriculum has been recognized as a standout in the state, with St. Sebastian earning the Governor’s Thomas Edison Award for Excellence in STEM Education and Student Research for the fourth consecutive year in 2022. Students consistently earn local and regional science fair awards, with students qualifying to compete in the State Science Fair for the past four years. St. Sebastian has placed as a finalist in the Akron Beacon Journal’s “Best of the Best” Community Choice Awards for the past two years, with the preschool winning Best Preschool in 2022.

St. Sebastian has been recognized by the Catholic Diocese of Cleveland as one of the top-performing schools on the NWEA Measures of Academic Progress (MAP) assessments. St. Sebastian utilizes MAP assessments to help create personalized learning pathways for students in an effort to grow each and every child. Students take the MAP tests in four subjects (math, reading, language usage, and science) three times a year. St. Sebastian is proud that students not only demonstrate “high achievement” in all subjects tested but also show “high growth” in all four subjects.

St. Sebastian enhances the overall education of students through a robust array of extracurricular activities, overseen by dedicated teachers, including groups for reading, writing, STEM fields, and fine arts. In

addition, the school's popular athletics programs offer sports for all ages and abilities. These programs not only showcase the St. Sebastian students but also, more importantly, develop their social and leadership skills, faith values, and other talents and abilities. St. Sebastian is proud to provide an excellent education that meets the individual needs of each student and develops the whole student -- mind, body, and spirit -- through a STEM curriculum that fosters curiosity, creativity, and collaboration in a positive and respectful environment.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Reading/English Language Arts (ELA) instruction is implemented using both direct and guided instruction, modeling, and interactive learning experiences aligned to the Catholic Diocese of Cleveland standards in accordance with Ohio's Learning Standards. Focus is given to the development of phonemic awareness, vocabulary, fluency, literature appreciation, writing, and speaking. Teachers meet the students at their learning level and work hand-in-hand toward mastery of grade-appropriate expectations.

Primary teachers help students build foundational skills of phonics, vocabulary, spelling, grammar, and writing. A fundamental phonics-based text begins the reading/ELA program and is designed specifically for literacy success in the early learner. Upper primary teachers continue building on this groundwork, while the focus shifts to using an encompassing reading program as well as a spiraling ELA curriculum to provide consistent routines and skills reviews, which are interspersed with an introduction to the chapter book. Intermediate teachers continue building on this solid foundation, engaging students with a whole literature approach using chapter books and novels. Students learn to analyze story elements and build both fluency and analytical comprehension, while growing from emergent to transitional writers. Junior high teachers culminate the scope and sequence of this methodology by immersing students fully into literature and writing, with intensive instruction and response in reading, writing, and grammar. In all grades, reading and writing are often integrated with other disciplines to create learning opportunities across the curriculum. In addition to high quality literature chosen for students, independent reading choices are encouraged and celebrated.

Some of the skills that are explored daily include: sequencing, summarizing, inferring, analyzing cause and effect, determining author purpose and character motivation, and comparing texts. Both fiction and nonfiction texts are used to provide students with a varied approach to reading and comprehension. Students are also provided numerous opportunities to learn and grow including guided reading groups, small group collaboration, independent learning, whole class instruction, reading centers, and literature circles. Writing across the curriculum is key and is implemented at increasing levels of success as strategies are learned and practiced. St. Sebastian boasts an exemplary writing approach, building year over year on sentence and paragraph structure, vocabulary usage, transition and sequencing, and description. As a result, local high schools recognize St. Sebastian graduates as some of the best-prepared writers in the area. St. Sebastian offers several programs to students to reinforce reading and writing proficiency. Power of the Pen, Scrawlers Writing Club, and Literature at Lunch each provide extra support for growth, motivation, and excellence in these areas, while additionally offering a means of enrichment.

A variety of formative assessments are used throughout the learning process to drive instruction and continually evaluate progress. Summative assessment data is used to further support future instruction. Assessments include a diverse range of methods to reach all learners. In addition to typical question/answer tests, students complete projects and presentations incorporating art, STEM, writing, speaking, and other means of expressing learning and creativity. Classroom teachers regularly collaborate with the reading specialists to analyze formative assessment data and realign strategies as needed for each student as well as the classroom as a whole.

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

As a STEM school, St. Sebastian focuses on making math relevant and relatable to every student. Math is an essential piece of the engineering design process, which is a primary emphasis within the school. Math instruction and assessments follow the Catholic Diocese of Cleveland Standards, which are aligned with Ohio's Learning Standards. In recent years, the teachers have joined in focusing on specific math standards identified by teachers throughout the Diocese of Cleveland as the most essential grade-level content to help overcome the learning gaps experienced by the pandemic.

Teachers draw from a range of strategies, such as cooperative learning, inquiry-based learning, independent studies, and interactive and hands-on instructional activities. Students also use technology to play educational games and practice math skills with immediate feedback. This variety of strategies engages students in multiple intelligences and a range of learning activities to achieve instructional goals. By incorporating rich math experiences, students participate in sense-making through deeper learning that requires higher levels of thinking, reasoning, and problem-solving. Math is demonstrated in real-world applications to help connect what students are learning to how and why the learning occurs.

Early elementary grades do many hands-on activities, using a problem-based learning approach while still emphasizing math fact fluency. Grades K-5 utilize the McGraw-Hill My Math series, focusing on these concepts: operations and algebraic thinking, measurement and data, number and operations, and geometry. Best practices specific to each learner are used to reach all students. Strategies include using manipulatives to solidify number sense, repetition, incorporating fine motor activities, real-world story problems, role play, and cross-curricular collaborative activities. Online programs such as Splash Math for grades K-2 and Imagine Math Facts for grades 3-5 further help St. Sebastian students develop math fact skills and number sense.

St. Sebastian's junior high utilizes the McGraw-Hill Reveal Math series as well as the online program Mathspace for instruction, differentiation, and individualized pathways for student success. Mathspace, along with the online program Imagine Math, provides data on students' strengths and weaknesses, which helps guide teacher instruction. By using programs that are customizable to each student, teachers can work on closing the gaps in skills for each student as well as the class group.

Every grade level uses differentiation to reach learners of all mathematical abilities. In addition to differentiation, the school offers an advanced math program beginning in the 5th grade that allows students to take math at advanced grade levels. St. Sebastian teachers utilize a variety of assessment data to drive instruction throughout the grade levels. In addition to the MAP test that is taken three times per year, students in grades 3-8 also take two benchmark assessments using Imagine Math. This rigorous program provides personalized pathways for students to become better problem solvers and critical thinkers. Throughout math lessons, teachers use formative assessments as they monitor student learning. Summative assessments such as projects, tests, and applications allow students to demonstrate mastery of learning standards.

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

The science curriculum is designed to enhance curiosity at all levels using inquiry-based instruction as well as direct instruction. Students engage in hands-on learning in the classroom as well as in a unique Innovation Lab and a high-quality science lab. Teachers also employ problem-based learning strategies to provide students with the opportunity to take control of their own learning.

St. Sebastian participates in many school projects that vertically align the science curriculum. Using an overlapping curriculum ensures all students not only receive content aligned with the standards, but also reinforces the overall learning goals and objectives. The engineering design process, as well as the scientific method, are utilized each year at increasing levels of depth and discovery to ensure students are forming lifelong inquiry skills.

St. Sebastian incorporates outdoor education through a school garden that doubles as a resource for Good Samaritan Hunger Center, a food pantry located on campus. All grades participate in either harvesting crops or preparing/sowing seeds. Students learn through action about seed germination, how to measure plant growth, and how to graph data. The school also has hydroponic garden set-ups in the Innovation Lab that demonstrate alternative growing mediums and allow for experimentation related to the growing process.

The Innovation Lab plays an integral role in the science curriculum as a state-of-the-art space with moveable learning stations and many resources to enhance student learning, such as Lego Mindstorms, Dash and Dot robots, and a racing track to conduct speed trials for the Mini Soap Box Derby Car Program. All grades use

this common makerspace to engage in hands-on labs and fine-tune their critical-thinking skills which are vital components of a well-rounded science curriculum.

Teachers measure student progress using both formative and summative assessments. Formative assessments include exit tickets and interactive programs that measure student performance in real-time, such as Kahoot or Quizizz. Summative assessments include projects, chapter tests, and MAP tests.

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

Social studies instruction for all grade levels focuses on four disciplines: history, geography, government, and economics. Daily instruction is enriched through world-to-text connections using primary and secondary sources as well as fiction and nonfiction literature. Knowledge is expanded through the use of problem-based learning and real-world applications.

Primary grades focus on the importance of community and spatial literacy with a study of map skills. This allows students to identify the interrelationship between the physical environment and human activity. As students grow, historical thinking skills are expanded through weekly periodicals and graphic organizers such as calendars, timelines, and graphs. Furthermore, teachers utilize mock elections that give students a voice as they role-play the responsibilities of good citizenship.

Students in fourth grade complete a cross-curricular project based on Ohio's Native Americans that includes researching tribes, artifacts, traditions, housing, tools, art, and culture. The project is supported by a reading of a realistic historical fiction book that explores Native American culture and the relationship between American settlers and native tribes. Fifth-grade students analyze different forms of government and make real-world correlations with the United States Constitution by linking the past to the present through multiple sources.

The sixth grade practices financial literacy and entrepreneurship through participation in the Stock Market Program. Financial literacy instruction continues through middle school with guest speakers who mentor students on real-world financial experiences including credit cards, interest rates, and the dangers of debt. Lastly, students across grade levels participate in field trips focused on historical events such as the American Revolution, 9/11, and the Underground Railroad. In eighth grade, the culminating educational experience is a trip to Washington D.C., where students see their history lessons come to life in their nation's capital.

As with other subjects, a variety of assessments are used to monitor progress. Since MAP testing does not cover social studies, classroom teachers administer social studies tests at both the beginning and end of the year to gather data and identify the strengths and weaknesses of the students.

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

Junior high teachers provide rigorous instruction that emphasizes critical thinking, problem solving, and diverse learning opportunities. Junior high teachers provide a challenging curriculum and an environment that fosters a growth mindset. Students are well prepared for the college prep classes they will take in high school.

St. Sebastian's strong math curriculum provides a solid base for students who pursue STEM careers. The majority of graduates are placed in honors math classes in high school. Some students earn high school credit through the school's advanced math program. Junior high students are required to complete a science fair project involving real-world application of scientific principles, including research, data evaluation, and presentation of findings. In addition to math and science units on financial literacy, the school hosts guest speakers on banking, accounting, and personal finance. The drone club incorporates both science instruction on this emerging technology and an entrepreneurial component that considers how drones can be incorporated into real-world business.

Junior high students are regularly asked to consider careers in STEM and other emerging fields. St.

Sebastian invites professionals to discuss STEM careers such as biochemistry and genetics. In recent years, the school has hosted the University of Akron's Zip's Racing Formula Society of Automotive Engineers (SAE) Team to model engineering and provide hands-on experience with how theory meets application. Junior high field trips to locations including the Henry Ford Rouge Plant (MI), Youngstown Business Incubator, and Timken Headquarters and Research and Development Center provide students with real-world exposure to how what they are learning is applied in the fields of business, engineering, and other industries. The school counselor also provides a career exploration activity for these students.

Junior high students develop leadership skills through student council, which coordinates the majority of service activities, and as Student Ambassadors, who provide school tours and act as school representatives at other marketing functions.

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

The curriculum at the St. Sebastian Center for Early Learning Center follows the standards set by the Catholic Diocese of Cleveland pre-kindergarten Curriculum and Academic Guidelines, which meet or exceed the early learning standards for the State of Ohio. These standards focus on six domains: religion, social and emotional development, physical well-being and motor development, approaches to learning, language and literacy development, and cognition and general knowledge (math, science, and social studies). Full-day students also receive instruction in the areas of library and technology from the related arts teachers.

St. Sebastian's preschool meets the above standards with a comprehensive curriculum that fosters a child's learning through free play, group activities, outdoor/indoor gross motor activities, and learning centers. Teachers guide the child's development by creating an environment that allows children to explore, create, and discover -- all in a safe, nurturing, and stimulating environment. SEL skills are nurtured by teachers, who also foster problem-solving skills and flexible thinking.

Teachers strive to model the Christian values taught by the Catholic Church. Dramatic play, which allows for relationship building and creativity, is an important part of the curriculum. The larger goals are to instill a love of learning and a hunger for knowledge and creativity, as well as to prepare each child for elementary school.

Preschool teachers complete progress reports twice a year that are aligned with the Diocesan curriculum for all academic subjects. These reports show clear indicators of the impact of early education on school readiness and success in the primary grades. Kindergarten screening is also used to assess readiness for kindergarten. St. Sebastian's preschool students are well prepared for future learning as measured in these progress reports and screenings, especially in the development of self-help skills, which encourage more independence for future success since the program is aligned with the curriculum and standards for the primary grades.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Visual Art class is held once a week for grades K-8. Students experience art history, appreciation, technique, and creativity through hands-on activities. Students use the elements of art and principles of design to express themselves emotionally, relate art to their everyday lives, and support core learning in unique ways.

Weekly music classes for K-6 students include singing, movement, and expression. Students experience music through actively listening and performing during class through voice, body percussion, and instruments. Students learn music from other cultures and different genres. Students take pride in singing in Latin for church services.

Students in grades 7-8 choose classes in Band or Choir, which meet twice a week. Beginner Band (grades 4-6) and Cadet Band (grades 4-8) programs are offered after school three days a week for students interested in instrumental music and/or the school's marching band.

Using a cross-curricular approach, St. Sebastian fosters the arts as an important part of developing the whole student, including fine motor skills, visual-spatial skills, problem-solving skills, creativity, and cultural awareness. The arts provide accountability for decision-making, perseverance, and challenges for all grade levels. A highlight of every year is the multiple performances that showcase the talents, creativity, and enthusiasm of the students.

2b. Physical education/health/nutrition

Physical education classes are held weekly for grades K-8. Students follow a consistent routine, which includes a warm up, stretch, explanation of activity, and a cool down. Lessons are designed to teach students anatomy as well as physical activity. Students learn how the body works by concentrating on a particular bone or muscle and how it relates to the sport or activity they participate in that day. These activities help students develop cognitive awareness of how their bones and muscles assist with their motor skills. Health classes, which are held once a week for grades 4-8, focus on a healthy lifestyle. Students learn about proper nutrition and how food fuels the body's systems and how each person can contribute to their well-being by making intelligent choices. Drug, tobacco, and alcohol topics are also covered, not only what each substance is, but also how each affects the body. Students learn ways to abstain from these substances and how to make smart choices when faced with peer pressure. Oftentimes, physical education classes and health classes overlap, illustrating for students how concepts such as exercise and nutrition work hand-in-hand to maintain a healthy mind, body, and soul.

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

In keeping with research supporting the benefits of children studying a second language, all students take Spanish as a required course of study. Spanish is taught once a week to grades K-6 with the goals of learning enrichment, reaching a level of familiarity, and understanding basic communication. Junior high students are taught Spanish twice a week, focusing on the four critical skills of listening, speaking, reading, and writing. Due to this unique offering, junior high students may receive credit for Spanish I, and upon entering high school, are given the opportunity to begin with Spanish II. Classes are taught by a native Spanish-speaking teacher who works to immerse students in the language and culture. A grade-appropriate textbook that scaffolds language learning from year to year is also used. The textbook and accompanying online lessons provide students with vocabulary practice and hands-on learning activities that further support the learning of language concepts. Learning a new language has multiple benefits, such as improving memory and brain functions, growing understanding of the first language, boosting confidence, expanding understanding of the target language/culture, and increasing opportunities in future career choices.

2d. Technology/library/media

Technology is integrated into all K-8 classrooms with chromebooks and appropriate classroom equipment (interactive boards, hovercams, projectors). All students (pre-K through 8th) attend Computer Science Technology class once a week in the computer lab. Students progress through instruction and then create items individually or in groups using skills learned. Topics include digital citizenship, coding/basic programming, robotics, 3D exploration, internet safety, search techniques, and basic keyboarding. Class projects encourage students to use technology both competently and creatively. For a recent project, students programmed the school's 3D printers to create ornaments for the school Christmas tree.

Students from pre-K through 5th grade visit the school library once a week to explore the world around them through text as they check out books and receive instruction on library usage and organization of materials. Students are encouraged to choose both fiction and non-fiction books and resources in order to enrich their understanding of the world around them and also to reinforce reading skills and strategies taught in their regular classrooms. The library consists of over 9,000 items, and students are allowed to check out

up to two books per week. Each pre-K and kindergarten student receives a different book each week to use and share in their classrooms.

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

In the Fall of 2020, St. Sebastian implemented a schoolwide program for social and emotional learning (SEL) called Friendzy. Friendzy aims to tackle the friendship challenges every child faces by teaching students what it means, not only to have good friendships but also how to be really good friends. Friendzy incorporates strategies for developing the social and emotional skills that lead to greater success and happiness later in life. St. Sebastian uses the biblical model, which uses the lens of scripture to teach five core competencies: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. All students complete weekly Friendzy lessons on the same topic, tailored to each grade level. Teachers have fully embraced this SEL program, frequently organizing Friendzy learning sessions with “grade buddies” (i.e. kindergarten students with their 8th-grade buddies) in order to strengthen community bonds and to allow older students to take leadership roles by helping younger students to learn friendship, kindness, and tolerance. In the weekly parent newsletter, the principal shares the Friendzy topic of the week and provides parents with topics for discussion and other home learning materials. In January 2022, the principal introduced his golden retriever puppy to the school. This certified therapy dog offers love, comfort, and joy to the students, staff, and families during his school visits for the purposes of providing mental, social, and emotional support.

3. Academic Supports

3a. Students performing below grade level:

St. Sebastian is committed to excellence in education for all of its students, including those needing extra support. Guided by the Response to Intervention (RTI) approach, along with the help of tutors, aides, reading specialists, math specialists, a counselor, and a psychologist, the school has a strong program in place to meet the needs of diverse learners.

To help students performing below grade level, classroom teachers provide differentiated instruction through visual aids, graphic organizers, and modeling. Teachers utilize leveled materials to ensure that students performing below grade level experience success with the instruction tailored to their needs. When necessary, some students are given shortened spelling lists, abbreviated math assignments, and reduced homework. Flexible and preferential seating, wobble chairs, and quiet corners are used to create a more inviting environment for active learners. Students may also use designated study areas to work individually or in small groups with a peer, specialist, or teacher’s aide. Extended-day tutoring is offered for any student needing additional help with classroom assignments, and small group study skill sessions are offered weekly by the school counselor.

Students are recommended for additional academic support based on MAP scores, classroom assessments, observations, and/or teacher/parent request. A weekly Intervention Assistance Team (IAT) meeting is held in which teachers discuss students needing support, and intervention plans are created as needed. With consent from parents/guardians, the school and staff implement the interventions to be used in the classroom, collect data, and later review the data for progress. Ongoing communication between teachers and tutors is enhanced with the use of a weekly collaboration sheet. Students needing more extensive support attend tutoring sessions 2-3 times each week individually and/or with a small group. A multisensory approach to learning is used so students receive instruction that focuses on their individual learning styles.

3b. Students performing above grade level:

To enhance learning for students performing above grade level, teachers raise the bar by providing challenging assignments and activities. All grades utilize differentiated instruction. For example, students who excel in math or reading are given opportunities to work in small groups to complete accelerated activities. Computerized math programs are used to provide students with customizable, engaging pathways to learning above grade level. In addition to differentiated instruction in each classroom, students in grades

5-8 have the opportunity to take advanced math courses, with students in junior high having the opportunity to take Advanced Algebra I and Honors Geometry for high school credit.

As evident in MAP scores, St. Sebastian teachers do an excellent job providing for the needs of advanced students regarding reading/ELA. Especially when it comes to reading, teachers work with students to identify challenging reading materials appropriate for Catholic school students and for each student's Lexile Level. Students needing more challenges in reading/ELA are offered higher-level book choices during literature circles, supplemental reading material, and/or additional activities to enhance understanding and analysis. Furthermore, Power of the Pen is offered to students exhibiting exceptional writing prowess. This extracurricular gives students the opportunity to hone skills and compete against similarly talented peers. The school's Power of the Pen team consistently wins district, regional, and statewide honors, including the coveted Kent State University Regional Sweepstakes Trophy in 2019 and 2022 for most points from the district and regional tournaments.

Along with Power of the Pen, St. Sebastian offers a robust variety of other extracurricular activities that allow students to explore their interests in creative and collaborative ways. For example, the MATHCOUNTS team not only works on solving math equations, but they also work in teams to create videos showing solutions to MATHCOUNTS problems in a real-world setting. Thanks to the MATHCOUNTS team's efforts at local competitions and their award-winning videos, St. Sebastian has earned Gold Level status in the MATHCOUNTS program the last 2 years.

3c. Students with disabilities:

St. Sebastian strives to reach each and every child who wishes to receive a Catholic education in a safe and supportive environment for those who can be provided an appropriate program. If the IAT determines there is enough data through the RTI process to suspect a disability, a request is made through the local school district for a multi-factored evaluation. Students who have gone through the RTI process and have shown little progress in the classroom are referred for further testing. Teachers and IAT members complete a referral packet, which is forwarded to the local public school district. Once evaluated by a school psychologist and a disability has been identified, the Intervention Specialist/Consultant writes a service plan that addresses the IEP goals. After the plan is created, the staff works diligently to advocate for students and ensure the accommodations and academic needs are met. If a student does not qualify for an IEP, the team meets with the teachers to update the original intervention plan to reflect the strengths and weaknesses identified in the school psychologist's report. Knowing all students have diverse learning needs, accommodations and modifications that the school provides can include: extended time to complete tests and assignments, small group and individual instruction, the opportunity to have tests read, frequent breaks, the reading of directions, and shortened and adjusted assignments. One specific standardized program provided is the Wilson Language Program which is used with students diagnosed with dyslexia. The Wilson Program uses a direct and systematic approach to teach decoding and encoding. The instruction is interactive and multisensory in order to benefit students with language-based learning disabilities.

3d. English Language Learners:

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

St. Sebastian offers a wide variety of extracurricular programs to further the learning and passion of student interests. These include the award-winning Power of the Pen program for junior high students, which involves intensive writing practice and competitions, and St. Sebastian Scrawlers, a unique pre-writing club for grades 4-6. Students can join Literature at Lunch, a book club that meets during lunch. Students in grades 5-8 test their world knowledge in the Geography Club. Math-based processes and problems are investigated in MATHCOUNTS (grades 6-8), Catholic Math League (grades 3-8), and Crazy 8s (grades 2-4). Scientific and STEM exploration takes the forefront in Genius Project (grades 6-8), Lego Club (grades K-2), and Soap Box Derby Club (grade 6). St. Sebastian also offers a Chess Club and a Recycling Club. In Drone Club, students learn to operate drones and use them to enhance learning and communication, such as taking photos of schoolwide events or mapping routes for arrival/dismissal. In addition to stimulating student interest, the school's extracurricular offerings provide opportunities for social development and working together for common goals.

The school fosters a positive learning environment that begins with daily religion classes that, in addition to teaching church history, also emphasize love and compassion for all God's creation. The school offers various ways for students to engage more fully with their faith, from guest speakers and topical programs to a series of overnight retreats offered at the 6th-, 7th-, and 8th-grade levels. In addition, St. Sebastian has implemented a schoolwide SEL program, called Friendzy, which provides lessons in friendship, kindness, and tolerance.

Prior to the pandemic, only a few grade levels had a special "buddy" system (i.e. kindergarten students had 8th-grade buddies). However, during the pandemic, it was evident that students needed to strengthen their social and emotional skills, including peer relationships. In 2021-22 and continuing this year, each grade level has been paired with another grade level to form buddies throughout campus. Often these buddy groups will meet together for the weekly Friendzy units, building bonds and strengthening a positive sense of community.

The Terrier Award is awarded once a month to two students in each grade who represent a positive character trait for the month. The awards are presented at a schoolwide Mass, providing both recognition to the award winners as well as classroom role models for their fellow students. Teachers contact parents to invite them to Mass and to explain why the child is receiving the award. This enhances the connection between family and school, which strengthens the entire school community.

2. Engaging Families and Community:

One of the hallmarks of St. Sebastian is strong and active family involvement, which the school believes is essential to its success. St. Sebastian strives to be welcoming to families, setting the tone from the start of school with events including a new family picnic, a "Welcome Back" coffee, and a preschool/kindergarten parent dinner. Parents are invited to participate in their child's classroom, such as reading books, helping with class parties, or sharing details about their career. St. Sebastian's parent organization, Home and School Association (HASA), acts as a bridge between the administration and families and helps support classroom enrichment with teacher stipends, field trips, and scholarships. HASA also provides parent volunteer opportunities, like Santa shop or teacher lunches, and engagement events, like parent-child dances. Another parent-led group, the Socials Committee, organizes grade-level fundraisers that bring families together and raise money used exclusively to support teachers/staff, including monetary and material gifts of thanks, items to improve the teachers' lounge/workspace, and treats, all to show the staff they are valued, respected, and supported by the parents.

St. Sebastian students are engaged with the community through service. Every year, the school sponsors a Thanksgiving food drive, a Christmas toy drive for Summit County Social Services and the Ronald McDonald House, and a clothing/toiletries drive for Akron Snow Angels, a charity for the unhoused. Every

spring the school participates in the community cleanup day sponsored by the non-profit Keep Akron Beautiful. Through these schoolwide efforts, as well as grade-level service projects, students develop awareness and connection to their neighbors and learn how to be contributing members of their community.

The school has a strong partnership with Good Samaritan Hunger Center (GSHC), an independent nonprofit focused on feeding the hungry that is located on the campus of St. Sebastian Parish. In addition to food items donated every Thanksgiving, the school donates all the produce grown in the school garden to GSHC.

Another strong partnership is with the All-American Soap Box Derby. St. Sebastian was one of the first schools to participate in the Derby's education program by establishing a Soap Box Derby Club in 2013. The club has grown from a small team of 5th-grade students building one car to a group of 25+ students in 6th-grade building 5 cars. Over the years, the program has expanded to younger grades who build mini cars, which introduces science and design concepts to students before they move on to the bigger cars and more complex concepts. Every student in the Derby Club gets a chance to drive a soap box derby car down the historic Derby Downs hill.

3. Creating Professional Culture:

St. Sebastian creates an environment where teachers feel valued and supported. This is attained in several different ways. The principal has created an open-door policy in which teachers are able to share concerns and thoughts. There are scheduled one-on-one meetings between teachers and the principal in which professional growth and goals are reviewed, improved, and streamlined. This allows for teachers' goals to align with professional development and continuing education course work, which is often funded by the school. Grants are also obtained to help cover the cost of a teacher's continuing education, which in turn supports the overall growth of the school and helps lessen the financial burden for teachers. The school participates in staff retreats and team-building activities several times throughout the year, which develops a sense of trust, community, and support. At the end of the school year, a private one-on-one meeting takes place between the teachers and the parish pastor, who is the priest in charge of the parish as a whole. In this meeting, teachers share information and feedback from the past school year, which allows the voice of each teacher to be heard by the school's top leadership.

St. Sebastian has also implemented regular "grade band" meetings, in which teachers meet in grade band groups (preschool, grades K-3, 4-6, and 7-8) to collaborate and convey important school and student information. This encourages communication between grade levels within the school, which grows and develops support between teachers, staff, and administration. These meetings also help the staff vertically align the standards across the grade levels and help to identify learning gaps and strengthen teaching strategies.

The school provides a teacher mentor for new teachers as part of the Ohio Resident Educator Program. This pairing of new teachers with veteran teachers helps new educators learn school protocols, manage any issues that arise, and complete program requirements. Mentors serve as models of professionalism and support the career development of new teachers. In year three, resident educators complete a summative assessment that demonstrates reflection and decision making of their instructional practices. In addition to the growth of new teachers, St. Sebastian believes that all educators are lifelong learners; therefore, all teachers create an Individual Professional Development Plan (IPDP) through the Diocesan Local Professional Development Committee (LPDC). These IPDP plans are aligned with the school's accreditation goals as all teachers show continual growth.

4. School Leadership:

St. Sebastian's leadership structure consists of one principal who serves as administrator for the students and staff of the entire school. The main objective of school leadership is to make the school mission come alive. All administrative decisions are made in keeping with the school mission and what is in the best interest of the students. The principal, as the school leader, works under the leadership of the pastor of the parish. The pastor is ultimately responsible for the administration of the whole parish, including both the church and the school.

While there is no assistant principal, St. Sebastian has established a group of teacher-leaders to help with school governance. These teacher-leaders consist of a MAP Coordinator and four teacher-leaders divided among grade-band levels: preschool, primary (K-3), intermediate (4-6), and junior high (7-8). This group serves as the school's Teacher-Leadership Team, which assists with the planning, organization, development, and monitoring of student discipline as well as the inclusion of cross-curricular STEM activities into the core curriculum. In addition to monthly staff meetings, the Teacher-Leadership Team meets regularly with the principal to discuss school happenings, curriculum, discipline, and strategies to meet student needs.

In addition to the Teacher-Leadership Team, the principal is guided by the School Advisory Committee (SAC). The SAC supports the pastor and principal in the spiritual, intellectual, physical, emotional, and social development of the students by recommending policies and giving guidance. The SAC, which meets several times a year, is composed of current teachers, former teachers, current parents, past parents, and alumni, who provide a broad range of insights and experiences. The principal also meets with the Intervention Assistance Team weekly in order to identify students at risk. This team includes the principal, school psychologist, guidance counselor, and auxiliary tutors. This team gathers data and works with teachers and parents to develop student-specific plans, whether they be interventions, accommodations, or referrals for multi-factored evaluations.

The principal works closely with two administrative assistants to ensure the school provides a safe and healthy environment, to provide consistent communication to families, and to perform many other operational tasks. The principal works to create and maintain a school budget and utilizes financial resources outside of the parish to help the school meet the needs of its stakeholders. Above all, the leadership philosophy is focused on teacher collaboration and ensuring teachers feel empowered to do what they need to do in their classroom with ambitious instruction.

5. Culturally Responsive Teaching and Learning:

St. Sebastian takes pride in living out its mission statement daily. The entire community works together to honor the Catholic traditions of the past, develop talents today, and prepare for Christian service in the future. Each individual is treated as the child of God that they are by embracing each other's uniqueness and building each other up. The diverse needs and backgrounds of the students, families, and staff are addressed with humility, by first listening to understand the needs, and then discovering ways to assist. This includes accepting non-Catholic students in the school, providing uniforms for families in need, accepting changes in uniform/presentation due to cultural reasons, helping families secure tuition assistance, and providing support staff.

Steps are taken to ensure that equity, cultural awareness, and respect in the classroom are rooted in the Catholic faith and integrated into the classroom through thoughtfully-planned and purposeful lessons and units of study. The seven themes of Catholic social teachings (respect for the human person, promotion of the family, the individual's right to own property, the common good, subsidiarity, the dignity of work and workers, and pursuit of peace and care for the poor) are displayed throughout the school and incorporated into all subject areas. ELA and social studies teachers create cross-curricular units in which literature is intentionally chosen based on a specific culture, country, period of oppression, or socioeconomic background of a character. Students learn about historical events/periods, including the Holocaust, the Civil Rights Movement, Slavery/Underground Railroad, and September 11th, leading to discussions of tolerance, acceptance, and change. Students are exposed to different cultures and ethnicities in social studies, from learning about holiday celebrations in other countries to studies of world religions, to lessons on different cultures throughout world history. For 50 years, St. Sebastian has hosted an annual International Festival, a large event that highlights and celebrates the food and traditions of the various cultures represented in the community.

St. Sebastian staff have participated in several professional development opportunities, provided by the Catholic Diocese of Cleveland, focused on equity and cultural awareness. In October 2020, teachers came together to learn about and discuss the value of forming an intentional school culture. This involved

discussing and challenging core beliefs in an effort to affect even more purposeful inclusion. Last school year, a staff member attended training sessions focused on cultural humility. This staff member now serves as a resource for the community to help identify inequalities and discover ways to listen to each member of the community.

PART VI - STRATEGY FOR EXCELLENCE

The singular, most effective strategy in helping students at St. Sebastian learn and grow is the school's implementation of differentiation. Teachers review each student's progress, strengths, weaknesses, and MAP scores to plan a course of action, not only for the whole class, but also for each student, especially those needing remediation or enrichment. This ensures that students are able to feel not just the challenges of learning, but also a level of success each step of the way, resulting in students who are more confident in their abilities and more willing to work hard to achieve their goals.

A key example of differentiation in action is the school's math program. Beginning with the transition from 4th to 5th grade, each student's progress is monitored in various ways. Staff members look at student grades, progress in Imagine Math, MAP scores, independent learning aptitude, personal responsibility, and organizational skills. If a student excels in these areas and seems capable of learning at an advanced level, then that student is invited to enter the advanced math program. Once accepted into the program, students are placed in math courses to meet their needs and progress their learning. For example, 6th-grade students are able to take the 7th-grade Pre-Algebra class. In their 7th-grade year, these learners are placed in Advanced Algebra I, and then they complete Honors Geometry in their 8th-grade year, thereby completing two high school math classes.

Complementing differentiation for advanced math students, students who need remediation receive assistance from math specialists on staff. These students work to review and practice concepts taught in class. Additional interventions may be given to these students to help them achieve success at their level before moving on to new material. Math teachers work closely with the math specialists to ensure that activities, assignments, and assessments correlate with student needs.

St. Sebastian applies similar differentiation efforts for ALL subjects and ALL students, providing every student at St. Sebastian the opportunity to learn, grow, and achieve, not only individually at their own pace and level, but also as a whole, unified in overall concepts, achieving standards, and exceeding expectations. The teachers, staff, and administration of St. Sebastian are dedicated to working together with families to develop the whole child, with each student seen as a unique gift from God. St. Sebastian students flourish in this environment, and they graduate well prepared, not only academically, but also as individuals ready to use their unique talents to contribute to their community.

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? \$6700
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2490

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? 90%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

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

These reports must include:

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

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

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

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

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

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

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