MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS

EXCELLENCE BY DESIGN

A Self-Study for Accreditation
by the Middle States Association

ELK COUNTY CATHOLIC SCHOOL SYSTEM
ST. MARYS, PA 15857

MARCH 6 – 9, 2016

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Engage…
Inspire…
Empower…

Giving students the power
today to change tomorrow.

Elk County Catholic School System, an educational ministry of the Diocese of Erie, rooted in the Gospel of Jesus Christ, is committed to the highest standards of academic excellence. With God as our constant source of inspiration, our mission is to develop the whole student in mind, body, and spirit while nurturing the values of knowledge, peace, and holiness. *ECCSS Mission Statement © 2015.*

BRIEF HISTORY OF CATHOLIC EDUCATION IN ELK COUNTY PENNSYLVANIA

The town of St. Marys was founded in 1842 primarily as a haven from religious discrimination for German Roman Catholics in Bavaria. The Roman Catholic parish called St. Mary's was the center of the town in its early days. The town grew and flourished and a few decades later the Sacred Heart Roman Catholic parish was founded. Finally, in response to continued growth, the Queen of the World Parish was established in the 1950's.

Early St. Marys citizens placed tremendous value on education and their strong religious background. Priests and nuns taught in public schools until 1895 when the Smith Garb bill was passed in the Commonwealth of Pennsylvania. The legislation prohibited faculty from wearing religious attire in public schools. That ruling led the parishes to quickly establish their own elementary schools. The St. Marys and Sacred Heart parishes open elementary schools in 1896. The St. Marys and Sacred Heart parishes established secondary schools in 1901 and 1902, respectively. In 1925 the two parishes combined their high schools in a new building and called the entity the St. Marys Central Catholic High School. Later, in response to the baby boom, Queen of the World Church opened its school in 1957.

In 1962, control and responsibility for the high school was transferred to the Roman Catholic Diocese of Erie, PA. A new, larger high school building was erected and the school was named Elk County Christian High School, subsequently renamed Elk County Catholic High School. The school's students came primarily from the three St. Marys parishes as well as the Roman Catholic parishes in Ridgway, Johnsonburg, Wilcox, Kersey, Emporium, Kane and Bennetts Valley with students of other faiths being welcome as well.

Since the mid 1970's, the population of Elk County has declined. The enrollment of the four Catholic schools declined in line with the population and with a pronounced shift toward the public school systems in the area. In the 1970's, the Catholic schools noted above accounted for 40% of total school enrollment; by 2010, the percentage had declined to 25%.

In 1999, in response to these population and enrollment trends and the escalating cost of Catholic education, the three St. Marys parishes, with the permission of the Bishop, formed a committee that resulted in consolidation of the three parish Catholic elementary schools into a legal entity known as the St. Marys Catholic Elementary School System. In 2002, in connection with this consolidation, grades Pre/K – 5 were located in the former Queen of the World School which was renamed the St. Marys Catholic Elementary School; grades 6 - 8 were located in the former St. Mary's Parochial School renamed the St. Marys Catholic Middle School. The Sacred Heart School was closed.

In response to continued cost escalation and declining enrollment, a further study was undertaken and in 2010, the St. Marys Catholic Elementary School System was dissolved and its schools were absorbed into a new legal entity known as the Elk County Catholic School System. The new system opened its doors for the 2011 – 2012 school year hosting grades Pre/K – 12 in three buildings: St. Marys Catholic Elementary School, the St. Marys Catholic Middle School, and Elk County Catholic High School.

Before the start of the 2013 – 2014 school year, ECCSS moved the middle school to the high school campus and opened an administrative offices in the former faculty house on the ECC campus. The administrative office building houses the offices of the president, finance, advancement, food service and international students.

Many changes have taken place in Catholic education since its inception over one hundred fifty years ago. Changes have taken place, but the essence of the schools is rooted in the Gospel values of Jesus Christ and the mission of Catholic education has stayed the same – to educate the whole child in mind, body and spirit while nurturing the God-given talents of each student.

DESCRIPTION OF THE SCHOOL

Official Name of the School	Elk County Catholic School System
Address of the Main Campus (street address, city, state, zip code)	600 Maurus Street St. Marys PA 15857
Telephone Number of Main Campus	814-834-7800
Fax Number of Main Campus	814-834-3441
Name and Title of Head of School	Mr. Samuel MacDonald, President
E-mail Address of Head of the School	macdonalds@eccss.org
Website Address for the School	www.eccss.org

Type of Organization (check all that apply)		
		Public
		Independent
		Not for Profit
		Proprietary
	X	**Religious**
	X	**Academic**
		Career and Technical
	X	**Secondary Students**
		Postsecondary Students

Names and Addresses of All Branch Campuses	Name: Elk County Catholic High School Address: 600 Maurus Street St. Marys, PA 15857
	Name: St. Marys Catholic Middle School Address: 600 Maurus Street St. Marys, PA 15857
	Name: St. Marys Catholic Elementary School Address: 114 Queens Road St. Marys, PA 15857
Year School Began Operating	2011-2012

Date Charter/License to Operate Granted	2011-2012
Grade Levels Currently Served	PreK- 12
Number of students	643
Year of First Graduating Class	2012-2013
State/Agency/Country Granting License to Operate	PA Department of Education
Diplomas/Certificates School is Licensed to Grant	High School Diploma
Calendar System (quarter, semester, trimester, 12-month, other)	Grades 1-12 Quarter Semesters Kindergarten-Trimesters

Currently Accredited by	**Name of Agency**	**Accredited Until**
	Middle States Associates of Colleges and Schools Commissions on Elementary and Secondary Schools	2015

ORGANIZATION FOR THE SELF-STUDY

In this section of the school's self-study, the school is asked to ensure it has the organizational elements and processes that are necessary for the school to be successful in achieving its Plan for Growth and Improvement. The school has or has developed the organizational elements and processes described below:

Leadership

A.   Internal Coordinators

The Internal Coordinators for the self-study and accreditation process are:

Name	Role in the School
Laura Kuntz	Elementary School Teacher
Sharon Minnick	Middle School Teacher, Assistant Principal of the Middle School
Shawn Millinder PhD	High School Teacher

How and why were the Internal Coordinators selected?

The internal coordinators were selected by the individual school principals. The internal coordinators were selected because they possessed the knowledge, skills and abilities that were needed to organize and critique a productive self-study of the school.

How did the Internal Coordinators fulfill their role and responsibilities?

The internal coordinators were active members of the Steering and Planning committees. They attended all the meetings, served as recorders of the meeting minutes, organized the subcommittees on system wide work days and served as knowledgeable resources for the subcommittee chairs as they completed the individual self-study standards.

What kinds of support and assistance were provided to the Internal Coordinators to enable them to fulfill their responsibilities?

The internal coordinators had unlimited access to the knowledge, skills and abilities of the governing board and leadership of the school.

B.   The Planning Team

The members of the Planning Team are:

Name	Role in the School
Amy Straub	Parent
Anne Kronenwetter	Middle School Teacher
Bridget Roberts	Elementary School Teacher
Dana Gebauer	High School Teacher
Deana Wittman	Elementary School Teacher
Jen Meyer	High School Teacher
John Schneider	Teacher and Principal of the Middle School
Jude Hoffman	Parent
Laura Kuntz	Elementary School teacher
Mary Agnes Marshall	Former President and Principal of the Middle School (Retired). School Board Member
Mary Beth Schaut	Elementary School Principal
Mary Lynn Carnovale	Parent, PTO President
Robert Breindel	Finance Director
Sam MacDonald	President of the School System
Sandy Florig	Teacher and Principal of the High School
Sharon Minnick	Teacher and Assistant Principal of the Middle School
Shawn Millinder PhD	High School Teacher
Susan Bon	Middle School Teacher

What charge was given to the Planning Team? What authority was it given to oversee, monitor, and make decisions regarding the school's planning for growth and improvement in student performance and organizational capacity?

The Planning Committee charge, given by the School System President, was to organize and oversee the completion of the Excellence by Design template by numerous subcommittees. The Planning Committee alone decided what steps would be followed to ensure completion of the self-study standards in a timely manner. The Planning Committee, composed of the Steering Committee and the chairs of the standard subcommittees, was the ultimate authority in determining how and why the self-study would be carried out.

How does the membership of the Team reflect the diversity within the school's community of stakeholders?

Particular care was taken to include all major stakeholders (parents, teachers, school leadership) on the Planning Committee. This team is an accurate cross-section of the school system's major stakeholders.

How were the members of the Planning Team selected?

The members of the Planning Committee were suggested by members of the Steering Committee.

How does the Planning Team function and make its decisions?

The Planning Committee held regular, monthly meetings during which they discussed issues related to the self-study report. The issues were raised by individual members of the committee, discussed at length and then accepted or rejected by committee. Suitable action plans were then developed based upon the decisions of the Planning Committee.

How often did the Planning Team meet? (Provide a list of the Planning Team's meetings and minutes in the Visiting Team's workroom.)

The Planning Committee met monthly.

What is the Planning Team's relationship to any other groups in the school, if any, responsible for planning for growth and improvement in student performance?

The Planning Committee consisted of six members of the school's governance and leadership team. These individuals were also members of the Steering Committee. These individuals were President of the school system, Principal of the Elementary School, Principal and Assistant Principal of the Middle School, and Principal and Vice Principal of the High School.

What is the Planning Team's plan for rotating membership and identifying new members? What is the plan for training and orienting new members to the work of the Team?

The Planning Team membership will be determined by the Steering Committee in the future as the need for rotation arises. The Steering Committee feels that it is important to have experienced members on its accreditation team so a large fraction of the next Planning Team will consist of members from the 2014-2015 team. The Steering Committee will meet and by committee determine what new members will be recruited into service for subsequent committees.

How will the Planning Team function after the visit of the Visiting Team and during the implementation of the Plan for Growth and Improvement?

Many of the issues raised by the self-study report will need to be addressed in the near future. The Planning Committee, and/or any of its subcommittees, will meet as needed to determine what action plans need to be developed.

C.   Role of the School's Leadership and Governance

What role has the school's leadership and governance played in the self-study process and the planning for growth and improvement in student performance?

Members of the school's leadership and governance team served as committee members on the Steering and Planning Committees, provided guidance on all issues of the self-study and accreditation process, served as members of the standards subcommittees and directly or indirectly completed the standards required for the self-study report.

How has the leadership provided support for the self-study and accreditation processes?

The leadership guided the committees and subcommittees as they progressed through the self-study and accreditation process. All materials and resources necessary for the completion of the standards were provided to the subcommittees by the leadership team.

If the school is part of a larger system of schools, what role did the leadership and governance of the system play in the planning process? What kind of support did that leadership and governance provide for the school's planning efforts?

The leadership of all three schools was an integral part of the self-study and accreditation process. These individuals chose the members of the Steering Committee, helped suggest

members of the Planning Committee, served on the Standard Subcommittees, organized system-wide work days and helped to disseminate information from the Planning Committee to the rest of the faculty and staff at all three schools.

D.   Implementing a Planning Ethic

Instruction: Describe below the school's plan for implementing a planning ethic, including:
- **A system for monitoring implementation of the action plans;**
- **A system for ensuring that the assessments designated for measuring the performance objectives are administered and that the results are collected, analyzed, and used to determine the efficacy of the action plans;**
- **A plan for celebrating the school's successes in moving toward achievement of its objectives.**

A committee consisting of school system president, principals and chairs of the three committees (reading/language arts/ mathematics and enrollment) will be established. The committee will meet semi-annually to review the progress of each of the action plans. The committee will use the criteria outlined in each of the plans to determine if adequate progress has been achieved.   ECCSS will continue to monitor the progress of each of these plans and will work to extend each of these goals should they be fully realized.

E.   A Plan for Communication and Awareness

Instruction: Describe below the school's plan for communicating with and keeping the school's community of stakeholders aware of,   involved in, and supportive of the self-study process.

The principals in conjunction with the Director of Communications will communicate the plan along with regular progress reports to the faculty, students, parents, board of directors and stakeholders of the school system. This will be accomplished through regularly scheduled meetings, along with regular correspondence via email, e-folder, website, e-newsletters, and the annual report that are distributed to these groups.

F.   A Plan for Periodic Reviews of the Plan for Growth and Improvement
Instruction: Describe in this section the school's plan for conducting periodic reviews of its Plan for Growth and Improvement, including:
- *The schedule of reviews by the Planning Team*
- *How the Planning Team will review*
  - *Progress toward implementation of the actions plans*
  - *The results of implementation of the action plans*

- o *The results obtained from administrations of the assessments used to measure achievement of the objectives;*
- o *Revisions made to the action plans based on those results.*

A committee consisting of school system president, principals and chairs of the three committees (reading/language arts/ mathematics and enrollment) will be established. The committee will meet semi-annually to review the progress of each of the action plans. The committee will use the criteria outlined in each of the plans to determine if adequate progress has been achieved.   ECCSS will continue to monitor the progress of each of these plans and will work to extend each of these goals should they be fully realized.

If it is determined that based on review of the assessment criteria that a revision is necessary, the internal coordinators along with the president, principals and committee chairs will establish revised goals and/or timelines for completion.

THE SCHOOL'S MISSION, BELIEFS, AND PROFILE OF GRADUATES

The first major task of the self-study process is establishing a preferred future for the school. This is done by developing or reviewing/revising the school's Foundation Documents, which include: Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

These statements are the cornerstone the school's long-range planning and day-to-day decision-making.

A. MISSION

What is the school's Mission?

Elk County Catholic School System, an educational ministry of the Diocese of Erie, rooted in the Gospel of Jesus Christ, is committed to the highest standards of academic excellence. With God as our constant source of inspiration, our mission is to develop the whole student in mind, body, and spirit while nurturing the values of knowledge, peace and holiness.

How and by whom was the school's Mission developed/reviewed/revised?

A sub-committee of the accreditation self-study committee reviewed the mission statement that had been developed with the creation of the Elk County Catholic School System by combining those of the elementary/middle school and the high school. The draft document was then shared with the steering committee, faculty, and board of directors for input. While the mission statement remains essentially the same, some of the language was changed to showcase the strength of the Catholic dimension.

How does the school ensure that its community of stakeholders understands and supports its Mission?

The mission statement is reviewed annually at the school-year opening faculty in-service and at the parent packet-distribution night. Components of the mission statement are included in our advertising and marketing efforts. Posters of the mission statement are displayed in the classrooms and other common areas. It is posted on the school system website and in the faculty and parent/student handbooks. It is visible on ECC-TV, our school system television station.

What is the date of the most recent revision/adoption of the school's mission? Who approved the most recent revision/adoption?

The official adoption of the mission statement was approved at a meeting of the Elk County Catholic School System, Inc. Board of Members in June 2015.

Where is the mission formally published?

It is included in the school system's handbooks, as well as in the other places mentioned above.

B.   BELIEFS

What are the school's Beliefs?

- We believe that the presence of Jesus Christ can be found in every individual.
- We believe that Christian morals and values enhance a student's life.
- We believe that we are to nurture an active faith in God, preparing students to give Christian witness and live peacefully.
- We believe that all children are uniquely created by God, and we assist them in developing their individual talents to reach maximum personal growth.
- We believe that students should be encouraged to serve their families, their church, and their communities.
- We believe that a quality education is essential to student achievement.
- We believe that all students should be provided with realistic challenges that prepare them for the moral, intellectual, social, technological, and physical demands of today's society.
- We believe in our students.

How and by whom were the school's Beliefs developed/reviewed/revised?

A sub-committee of the accreditation self-study committee reviewed the belief statements that had been developed with the creation of the Elk County Catholic School System by combining those of the elementary/middle school and the high school. Changes were made to better align the belief statements with the school system's mission.

How does the school ensure that its community of stakeholders understands and supports its Beliefs?

Understanding and support of ECCSS's beliefs develop through the active involvement of individuals and groups, cooperation with the community and local government, integration of our activities with various associations, communication on the website and within the handbooks.

C.   PROFILE OF GRADUATES

What is the school's Profile of Graduates?

See profile on next page.

The Elk County Catholic School System
Profile of Graduates

The Elk County Catholic School System (ECCSS) is a small, rural parochial school system that encompasses grades pre-K through 12 in the northwestern Pennsylvania town of St. Marys. For over 50 years, the school system has provided a viable alternative to public education to the residents of Elk and its neighboring counties. With values deeply rooted in the Gospel of Jesus Christ, the school system has been unwaveringly committed to nurturing the highest standards of academic, athletic and personal excellence in its students.

The mission of ECCSS is to develop the whole student in mind, body and spirit and to instill in them the values of knowledge, peace and holiness. By the end of their high school years, we believe that our students have learned to become discerning adults who serve God and their neighbor and who stand firm in the pursuit of beauty, goodness, and truth. We believe that all students leave ECCSS with an understanding of the religious matters of faith, morality and the teachings of the Catholic Church. Through their religious education our graduates have, over time, developed an active faith in God and are, therefore, are prepared to live peacefully and give Christian witness to those around them. A graduate of the Elk County Catholic School System can be expected to possess strong competencies in the following areas:

- Critical thinking
- Collaboration skills
- A passion for life-long learning
- Religious conviction
- A strong work ethic
- Service to others
- Problem solving
- Written and oral communication skills
- Personal responsibility
- A moral compass
- Serving as a witness to Jesus

The System is committed to the highest standards of academic excellence and most recently has begun to cultivate the qualities of 21st century life-long learners in its students. Teachers create lessons that strive to instill in each student the ability to create, develop innovative solutions to complex problems, collaborate seamlessly with others, think critically, and communicate effectively. Our teachers have spent countless hours nurturing each student so as to maximally develop in them their God given talents. Our teachers are active members of

their faith and model through their actions their own moral compasses, their self-responsibility and their religious conviction. As a whole, the educators of the ECCSS are nurturing, educated and dedicated members of our community.

Profile of Graduates
Related Information

At the current time, the System uses a variety of assessments to determine the level of performance by its students. Standardized tests include the Stanford & Terra Nova (Elementary -Middle School), the PSAT and SAT (High School), the ASVAB (High School), and Diocesan Writing and Math assessments (Elementary-Middle School). (Section C.1.b). Overall, performance on the SAT (section C.1.a) has been historically lower than desired. The System Faculty and Governing Body feel that excellent performance on these exams would require that our SAT scores be at or above the Diocesan levels.

The System also recognizes academic achievement by awarding first and second honors to its students. Through the middle school years (grades 6 – 8), roughly 37% of our students are achieving first or second honors (section C.2.b). In the high school (grades 9 -12), roughly 70% of our students achieve first or second honors. In our critique of this information, the high school Faculty feel that there is a discord between standardized test scores and honor recognition.

Other means of assessment include examination of overall GPA, the percentage of students entering and passing honors classes, graduation rates and attendance data (sections C.2.c, C.3.a, C.3.b, C.4.b). In both the middle and high school, the average GPA throughout the school years is 90%. Eighty-one (81) percent of our students enter and pass honors courses and we have a 100% graduation rate. There is very little tardiness, very few suspensions and no expulsions on record.

By the time most of our students reach the high school they have been in the Catholic school system for eight years. At the high school, students, in general, take a minimum of 26 credits in one of three academic tracks (technical, college preparatory, advanced college preparatory). The coursework offered at the school is very varied and includes, but is not limited to, the disciplines of English, social studies, science, mathematics and technology. Graduates can also choose to take many of these subjects as advanced, accelerated, advanced placement or dual enrollment courses.

To validate our claims of student performance, this *Profile* includes a description of the Class of 2014. This class was reasonably successful over their four years at Elk County Catholic High School. A majority of the students graduated with a cumulative GPA of 3.5 or better (on a 4-point scale). Approximately, one-third of the student class was inducted into the National Honor Society. The Class of 2014 was also very involved in extracurricular activities; for example, approximately eighty percent of these students participated in the school's sports

program. Consistent with the college preparatory nature of the school's academic programs, 90 percent of the Class of 2014 took the Scholastic Achievement Test (SAT). The average combined verbal, mathematics and writing scores for this class were 1446.   Ninety percent of these students applied to and were accepted into a one year, a two year or four year college or university. The rest of the student body entered the local or regional workforce or the military. Of those students that attended college, the majority enrolled in the Pennsylvania State University, the University of Pittsburgh, Edinboro University, or the Indiana University of Pennsylvania. Their declared majors at the time of graduation predominantly consisted of science, computer science or engineering related disciplines.

In light of this *Profile of Graduates*, the consensus is that the success of our students and the reputation of our school system would benefit from a careful re-structuring and re-alignment of our curriculum and a boost in our test scores. In the most recent release of <u>Education World</u>, Astley et al., implies that increases in test scores are not acquired by chance; such upward movement requires due-diligence and a focused effort by the entire school community (parents, teachers and students),   Best practices that boost student performance include a combination of teacher professional development, frequent monitoring of student progress, year-round practice testing, self-reflection (student, teacher and parent driven) and excellence in teaching. The System as a whole is in the process of identifying specific techniques that will accomplish these directives.[1]

How and by whom was the school's Profile of Graduates developed/reviewed/revised?

The Profile of Graduates was developed/reviewed and written by members of the Planning Committee.

How does the school ensure that everyone understands and supports its Profile of Graduates?

The Profile of Graduates will be distributed to all school system members for their examination. The comments, suggestions and corrections of the members will be solicited and submitted to the school principals. The principals, as members of the Planning Committee, will then present all comments, suggestions and corrections to the Planning Committee. The members of the Committee will discuss, modify and incorporate any changes. The final version of the Profile of Graduates will be presented to all system members at faculty meetings and on in service days.

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[11] Astley SW, Davis L, DeGenova J et al., *"Boosting Test Scores: Principal Strategies That Work."* <u>Education World.</u> Retrieved from educationworld.com on October 23, 2015.

THE PROFILE OF THE SCHOOL

The Profile of the School includes information and data that 1) describe the community(ies) the school serves and in which it exists, 2) help to develop an understanding of the school's Mission, and 3) and describe the opportunities & challenges the school faces as it seeks to achieve its Mission.

A. THE COMMUNITY

Provide a description of the community. Describe its history and major characteristics, including geographic location and socioeconomic and demographic makeup.

Elk County, PA, is a rural, blue-collar community of approximately 32,000 in northcentral Pennsylvania. It has a strong middle class, supported by world-competitive industries such as hardwood timber and powdered metals. More recently, the Marcellus Shale boom has led to some local development. Johnsonburg is home to a large paper mill which also supports hundreds of jobs. A recent study done by the New York Times identified the St. Marys region as having one of the strongest middle classes in America, along with a high degree of social mobility. From a Keystone Research Center analysis of the study: "St. Marys stands out among all the Pennsylvania regions on all three of our upward mobility measures. The chance of a St. Marys child in the bottom fifth rising to the top fifth is 12.9%. The average income percentile of St. Marys children who grow up at the 10th percentile is 44. And St. Marys children whose parents' income were in the bottom half of the distribution have an average income percentile as adults of 48.4 — very nearly the U.S. median. Appendix Table A1 also shows that St. Marys has a stunningly large middle class — 70% of children in St. Marys grew up in households with incomes between the U.S. 25th percentile and the U.S. 75th percentile. The upward mobility indicators for the Altoona and Williamsport commuting regions are only slightly below those of St. Marys." As we are operating a Catholic school system, it is also worth noting that a recent Washington Post study of religiosity determined that Elk County is in the top four percent of the most religious counties in America.

Describe any changes in the community occurring over the last five years that have had an impact on the school. Indicate any changes that are expected to occur during the next five years.

Last Five Years:

Elk County's population has fallen by about 3,000 since the 2010 census, but it appears that the long-term decline is slowing. The local population is aging and the school population is falling, but that also appears to be leveling. Enrollment in all county public schools has fallen by approximately 16 percent in the past decade, but the enrollment in public K-2 in the St. Marys area has actually increased over that same period.

Next Five Years:

We are hoping that these trends do level off and that some stability will lend itself to long-term planning. Elk County Catholic enrolls nearly 17 percent of students in the county. We believe that this level can be maintained or even increased as we take advantage of our strong middle-class wages and high level of Catholicity.

Describe the major challenges currently faced by the community—social, economic, political.

We do have an aging population which can be difficult to support. Economic pressure is always a concern, as our strong manufacturing base has been buffeted by the global economy. At the same time, the region is much stronger than it was in the 2008-2009 crash, and we see reason for optimism.

List the major educational and cultural programs and facilities in the community that are available for use by the schools and their students.

Program/Facility

Intermediate Unit-9
Community Education Council of Elk County
Elk County Council on the Arts
Elk Country Alliance
Hundreds of thousands of acres of State Parks, State Forests, and Allegheny National Forest
The Discover Partnership
Lumber Heritage Region
PA Wilds Artisans

B.   SCHOOL INFORMATION

B.1.   History of the School:

Provide a brief history of the school. Include key milestones and developments in the life of the school.

The town of St. Marys was founded in 1842 as a haven from religious discrimination for German Roman Catholics from Bavaria. The Roman Catholic parish called St. Mary's was the center of the town in its early days. Sacred Heart Parish was formed a few decades later. From the 1850's to the 1890's, priests, sisters, and brothers taught in the public schools in the community. One exception was St. Benedict's Academy which was opened by the Benedictine Sisters who came to the community in 1852. Their school was located where Elk Regional Health Center is now. It remained there until 1860; then the sisters moved to their present location on Maurus Street. St. Benedict's Academy was built on the convent grounds in 1868. It was an all-girls school with both boarding students and day students from the community.

As a result of the 1895 PA Smith Garb Act which stated that no one dressed in religious habit could teach in public schools, St. Mary's Parish and Sacred Heart Parish each opened its own grade school in 1896. Soon after, in 1901, St. Mary's Parish built the St. Marys Catholic High School. In 1902, Sacred Heart Parish started its own high school in the parish hall located next to its elementary school. Both were wooden structures.

In the early 1920's, Sacred Heart Parish built a sturdier, brick elementary building, Sacred Heart School, which opened in 1923. More room was also needed for high school students, so the two parishes in town joined to build St. Marys Central Catholic High School, which opened in 1925. In 1934, when the local hospital was destroyed by fire, the Benedictine Sisters offered St. Benedict's Academy to become the community hospital. As a result, the girls' academy was permanently closed with its last graduating class being the Class of 1935.

In response to the population explosion following World War II, the births now referred to as baby boomers, St. Mary's Parish replaced its wooden structure with a stone school and moved its students into the St. Mary's Parochial Grade School in 1952. In response to continued growth, Queen of the World Parish was established in the early 1950's and opened its own grade school in 1957.

As the baby boomers grew older, Central Catholic High School no longer met the needs of the community. A new high school, Elk County Christian High School, was built and opened its doors in 1962 as a regional high school serving the three St. Marys parishes as well as the Roman Catholic parishes of Ridgway, Johnsonburg/Wilcox, Kersey, Bennett's Valley, Emporium, and Kane as well as students of other faiths. Control and responsibility for the

high school was assumed by the Roman Catholic Diocese of Erie, PA. The school was subsequently renamed Elk County Catholic High School in 2001.

In 1999, the three St. Marys parishes, with the permission of the Bishop, formed a committee that resulted in a consolidation of the three parish elementary schools (St. Mary's Parochial School, Sacred Heart School, and Queen of the World School) into a legal entity known as the St. Marys Catholic Elementary School System. In 2002, in connection with this consolidation, Pre/K through grade 5 were located in the former Queen of the World School, renamed St. Marys Catholic Elementary; grades 6 through 8 were located in the former St. Mary's Parochial School, renamed St. Marys Catholic Middle; and Sacred Heart School was closed.

A further study was undertaken, and in 2010, the St. Marys Catholic Elementary School System was dissolved. St. Marys Catholic Elementary and St. Marys Catholic Middle were absorbed along with Elk County Catholic High into a new legal entity known as the Elk County Catholic School System. Then, in the spring of 2013, it was announced that due to declining demographics, the St. Marys Catholic Middle School would be moved to the Elk County Catholic High School building. ECCHS and SMCMS now operate as two separate schools in the two wings of the former high school building.

ECCSS now operates Pre/K through grade 12 in two buildings: St. Marys Catholic Elementary School (Pre/K-grade 5) at 114 Queens Road and St. Marys Catholic Middle School (grades 6-8) and Elk County Catholic High School (grades 9-12) at 600 Maurus Street. Students of other faiths are welcome in all three schools.

B.2. SCHOOL INFORMATION: INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

	This section is not applicable to our school.

Is the school incorporated?	X	**Yes**	
		No	
If yes, Name of Corporation:	**Elk County Catholic School System**		

Is the school licensed to operate as an educational school?	X	**Yes**	
		No	
If yes,			

In what state(s) is the school licensed to operate?	PA
In what country(ies) is the school licensed to operate?	USA
If no, explain the school's authority to operate:	

Is the school licensed to grant diplomas or certificates?	X	**Yes**
		No
If yes,		
In what state(s) is the school licensed to grant diplomas or certificates?	PA	
Type(s) of diplomas or certificates offered	High school	
If no, explain the school's authority to grant diplomas or certificates:		

Religious Affiliation:	Catholic

B.3.   SCHOOL INFORMATION: PUBLIC SCHOOLS

Is the school part of a larger school district, system, or corporation?		Yes
		No
If yes, Name of District/System/Corporation:		

B.4.   SCHOOL INFORMATION: ALL SCHOOLS

B.4.a.   Enrollment Trends

	2011-12		2012-13		2013-14		2014-2015		2015-2016
Kindergarten	35		28		35		34		33
First Grade	27		35		27		36		34
Second Grade	37		27		35		30		36
Third Grade	30		36		26		34		30
Fourth Grade	51		29		34		28		34
Fifth Grade	40		48		31		34		28
Sixth Grade	56		43		51		39		34
Seventh Grade	44		57		41		56		39
Eighth Grade	44		43		55		40		56

Total K-8	364	346	335	331	324
Freshman	71	53	51	61	42
Sophomore	60	72	52	49	61
Junior	68	62	73	52	49
Senior	73	66	63	71	52
Total High School	272	253	239	233	204
Total System Enrollment	636	599	574	564	528

Explain any significant or unusual enrollment trends for this school.

Starting about a decade ago, when we began consolidating elementary schools, we saw a decrease in enrollment beginning in the early grades. These decreases are just now working their way through the K-12 system. We are beginning to see some resilience, especially in terms of transfers. We had budgeted for 541 students in the 2014-2015 school year, based on expected enrollment in kindergarten and expected graduations from 12, but we came in 23 students ahead of projections due to net transfers across the system.

B.4.b. Student Demographic Trends:

Student Characteristic: ETHNICITY	Percent of Student Body Now	Percent of Student Body Two Years Ago
African-American	0%	0%
Asian	1%	0%
Caucasian/White	98%	99%
Hispanic	1%	1%
Native American Indian	0%	0%
TOTAL	**100%**	**100%**

Explain any significant or unusual demographic trends for this school.

The school is almost 100 percent Caucasian/White, and has been so traditionally. This accurately reflects the demographics of the area.

B.4.c.   Size of the Professional and Support Staffs:

FOR THE ACADEMIC YEAR:	20	14	–	20	15

School Staff			
Teachers	High School	16	Full-time
	High School	2	Part-time (approximately 50%)
	High School Clergy	1	Part-time
	Middle School	8	Full-time
	Elementary School	15	Full-time
	Shared Teacher	1	Full-time (elementary teacher 50% / middle teacher 50%)
	Shared Teacher	1	Full-time (middle teacher 50% / high school teacher 50%)
	Shared Teacher	1	Full-time (middle teacher 60% / high school teacher 40%)
	Shared Teacher	1	Full-time (middle teacher 25% / high school teacher 75%)
	Shared Teacher	1	Full-time (elementary teacher 34% / technology dept. 66%)
Technology	Full-Time	2	Full-time (One teaches 2 classes)
Maintenance	High/Middle School	3	Full-time
	Elementary School	2	Full-time
	Elementary School	1	Part-time (10-20 hours per week as needed)
Administration	President	1	Full-time
	High School Principal	1	Full-time (teaches equivalent of 2 of the 8 periods each day)
	Asst. High School Principal	1	Full-time (teaches equivalent of 3 of the 8 periods each day)
	Middle School Principal	1	Full-time (teaches equivalent of 2 of the 8 periods each day)
	Asst. Middle School Principal	1	Full-time (teaches equivalent of 6 of the 8 periods each day)
	Elementary Principal	1	Full-time
	Asst. Elementary Principal	1	Full-time (elementary admin. 50% / preschool teacher 50%)
Secretaries	High/Middle School Full-Time	2	Full-time

	Elementary School Full-Time	2	Full-time
Finance	Director of Finance	1	Full-Time
	Finance Assistant	1	Full-Time
	Finance Assistant	1	Part-time (approx. 40%, working about 2-3 days per week)
	Total	69	
Preschool	Preschool teacher 50%	2	Part-Time
	Preschool Aides 50%	3	Part-Time
Advancement	Director of Advancement	1	Full-Time
	Director of Admissions	1	Full-Time
	Director of Communications	1	Full-Time
		77	

Describe significant trends in size of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

Over the past decade or so, the school system has made intense efforts to "right size" our physical plant in relation to declining enrollment. ECCSS currently has two buildings that house Catholic schools, versus the four that prevailed in the early 2000s. Similar efforts have been made with regard to staffing. We constantly search for more efficiencies, but we believe that we operate fairly efficiently right now, with an average cost-to-educate at less than $8,000 per student.

B.4.d.   Experience of the Staff:

FOR THE ACADEMIC YEAR:	**20**	**14**	**–**	**20**	**15**

Gender	Education	Experience	Level (ES, MS, HS)
F	M+3	17	E
F	M+Admin	25	E
F	B+27	20	E
F	B+28	22	E
F	B+33	23	E

F	B+30	23	E
F	B	2	E
F	M+13	22	E
F	B	0	E
F	B+28	25	E
F	B	1	E
F	B+24	29	E
F	M	1	E
F	B+30	1	E
F	B+Admin	37	E
F	B+24	37	E
F	M+8	37	E
F	M+6	38	E
M	Clergy	5	H
F	M+Admin	35	H
F	B+42	18	H
F	M+8	16	H
F	B	7	H
M	M	1	H
F	B+30	25	H
F	M	8	H
F	M	16	H
M	B+50	17	H
M	B	21	H
M	B	8	H
F	Doctorate	6	H
M	B+24	31	H
F	M+18	31	H
F	M	26	H
M	B+18	33	H
F	M	35	H
M	M+2	34	H
M	B+44	40	H
F	B+24	16	M
F	B+30	16	M
F	B+30	23	M
M	B+30	5	M
F	B+30	10	M
F	B+42	37	M
F	M+12	36	M
F	B+29	39	M
F	B+Admin	37	M
M	M+Admin	24	M
F	M+5	41	M

Describe significant trends in experience of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

We have a highly tenured faculty, with several set to retire every year for the next several years. Recruiting replacements, particularly in specialty fields such as chemistry and languages, is always a challenge in a rural area.

B.4.f.   Professional Certifications of the Professional Staff:

FOR THE ACADEMIC YEAR:	20	14	–	20	15

See chart above. All of our teachers except one (high school Latin) are certified at the level appropriate to their positions.

Describe significant trends in the professional certification of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

The state of Pennsylvania does not require Catholic school teachers to have certification, but the Diocese of Erie has a strong preference for hiring teachers who are certified. ECCSS prefers certified teachers in the hiring process.

B.4.g.   Staff Demographic Trends:

FOR THE ACADEMIC YEAR:	20	14	–	20	15

Race/Ethnicity	Percent of Staff in Current Year	Percent of Staff Two Years Ago
African-American	%	%
Asian	%	%
Caucasian/White	99%	99%
Hispanic	%	%
Native American Indian	%	%
Other:	1%	1%
Other:	%	%
TOTAL	100%	100%

Describe significant trends in the demographics of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

As with students, the ethnicity of our faculty reflects the ethnicity of our surrounding communities.

B.4.h.   Staff Mobility:

Indicate the number of each category below that were new hires in the year indicated.

FOR THE ACADEMIC YEAR:	20	14	–	20	15

	Number New Hires Three Years Ago	Number New Hires Two Years Ago	Number New Hires One Year Ago
Administrative Staff	0	0	1
Instructional Staff	3	8	2
Student Services Staff	0	0	0
Support Staff	0	0	0
TOTAL	3	8	3

Describe significant trends in staff turnover that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

Again, we do have an aging faculty. We believe that we will be hiring to replace retiring faculty in the near future.

C.   STUDENT PERFORMANCE

This profile of Student Performance includes the following information and data that describe the levels of student performance on assessments that are most respected by the members of the school's community of stakeholders, valued by the school's professional staff, and/or required by the state or federal governments.

C.1 ACADEMIC PERFORMANCE DATA—PUBLIC SCHOOLS

C.1.a. Student Performance Data

FOR THE ACADEMIC YEAR	20	13	to	20	14

2014 Senior SAT Scores

	Mean Verbal	Mean Math	Mean Writing
Male	462	509	456
Female	497	493	485
All	480	495	471

Stanford Achievement Test 10 – 2002 Norms

STANFORD TEST RESULTS 2ND GRADE TEST DATE 9/30/2014		
Content	**NPR***	**Rating**
Reading	61	Needs Improvement
Math	59	Unsatisfactory
Language	70	Satisfactory
Spelling	60	Needs Improvement
Listening	73	Satisfactory
Basic Battery	62	Needs Improvement

STANFORD TEST RESULTS 3rd GRADE TEST DATE 9/30/2014		
Content	**NPR***	**Rating**
Reading	65	Needs Improvement
Math	59	Unsatisfactory
Language	66	Needs Improvement
Spelling	60	Needs Improvement
Listening	64	Needs Improvement
Basic Battery	63	Needs Improvement

STANFORD TEST RESULTS 4th GRADE TEST DATE 9/30/2014		
Content	**NPR***	**Rating**
Reading	60	Needs Improvement
Math	59	Unsatisfactory
Language	57	Unsatisfactory
Spelling	66	Needs Improvement
Science	67	Needs Improvement
Social Science	58	Unsatisfactory
Listening	58	Unsatisfactory
Thinking Skills	67	Needs Improvement
Basic Battery	60	Needs Improvement
Complete Battery	61	Needs Improvement

STANFORD TEST RESULTS 5th GRADE TEST DATE 9/30/2014		
Content	**NPR***	**Rating**
Reading	68	Needs Improvement
Math	57	Unsatisfactory
Language	57	Unsatisfactory
Spelling	67	Needs Improvement
Science	70	Satisfactory
Social Science	71	Satisfactory
Listening	70	Satisfactory
Thinking Skills	64	Needs Improvement
Basic Battery	64	Needs Improvement

STANFORD TEST RESULTS 6th GRADE TEST DATE 9/30/2014		
Content	**NPR***	**Rating**
Reading	59	Unsatisfactory
Math	59	Unsatisfactory
Language	64	Needs Improvement
Spelling	55	Unsatisfactory
Listening	63	Needs Improvement
3 R's	60	Needs Improvement
Basic Battery	60	Needs Improvement

STANFORD TEST RESULTS 7th GRADE TEST DATE 9/30/2014		
Content	**NPR***	**Rating**
Reading	73	Satisfactory
Math	72	Satisfactory
Language	80	Satisfactory
Spelling	73	Satisfactory
Science	72	Satisfactory
Social Science	66	Needs Improvement
Listening	67	Needs Improvement
Thinking Skills	75	Satisfactory
3 R's	73	Satisfactory
Basic Battery	73	Satisfactory
Complete Battery	72	Satisfactory

STANFORD TEST RESULTS 8th GRADE TEST DATE 9/30/2014		
Content	NPR*	Rating
Reading	70	Satisfactory
Math	74	Satisfactory
Language	78	Satisfactory
Spelling	69	Needs Improvement
Science	71	Satisfactory
Social Science	65	Needs Improvement
Listening	73	Satisfactory
Thinking Skills	75	Satisfactory
3 R's	73	Satisfactory
Basic Battery	73	Satisfactory
Complete Battery	72	Satisfactory

*National Percentile Rank

DIBELS TEST RESULTS KINDERGARTEN			
Test Period	% At Risk/Deficit Unsatisfactory	% Some Risk/Emerging Needs Improvement	%Low Risk/Established Satisfactory
Beginning of Year	3	6	25
Middle of Year	1	2	30
End of Year	0	2	31

DIBELS TEST RESULTS 1st Grade			
Test Period	% At Risk/Deficit Unsatisfactory	% Some Risk/Emerging Needs Improvement	%Low Risk/Established Satisfactory
Beginning of Year	8	16	20
Middle of Year	6	7	24
End of Year	9	6	22

Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.

Catholic Schools in PA are not required to take the Keystone Exams or PSSAs. Schools in the Diocese of Erie do take Stanfords/Terra Nova (beginning 2015-16) in grades 2-8, however. At the high school, we rely on the SATs for standardized assessment. At the HS level, the numbers are difficult to parse. We typically score at or near the state and national median. We would like students to improve, but at least part of the issue is our high participation rate. In some years, we have 90-100 percent of students taking the SATs. We think encouraging them to take the exams is the right thing to do, but it likely deflates our scores by having our non-college-bound students participate. Rather than changing this approach, we are adding a sophomore seminar to address test-taking strategies so our students have more experience with standardized testing between grade 8 and grade 11, when they take the SATs.

At the ES and MS level, we do testing in the fall for the express purpose of being able to differentiate instruction and account for any deficiencies on an individual student basis.

Additional Information and Data- Optional

C.1.b   Evidence of Student Learning- Assessments

Fall Writing Assessments				
Grade 5 - Persuasive				
NS/Off Prompt	Below Basic	Basic	Proficient	Advanced
0	2-4	5-6	7-9	10-12
0	**9**	**13**	**10**	**1**
Winter Writing Assessments				
Grade 5 - Expository				
NS/Off Prompt	Below Basic	Basic	Proficient	Advanced
0	2-4	5-6	7-9	10-12
1	**13**	**11**	**8**	**1**

Spring Writing Assessments				
Grade 5 - Persuasive*				
NS/Off Prompt	Below Basic	Basic	Proficient	Advanced
0	2-4	5-6	7-9	10-12
0	**5**	**19**	**11**	**0**

*Denotes tasks scored at Diocesan Level. Remaining tasks scored at the School Level.

Fall Writing Assessments				
Grade 6 - Narrative				
NS/Off Prompt	Below Basic	Basic	Proficient	Advanced
0	2-4	5-6	7-9	10-12
7	**2**	**9**	**23**	**6**

Winter Writing Assessments				
Grade 6 - Persuasive				
NS/Off Prompt	Below Basic	Basic	Proficient	Advanced
0	2-4	5-6	7-9	10-12
0	**1**	**12**	**30**	**7**

Spring Writing Assessments				
Grade 6 - Expository				
NS/Off Prompt	Below Basic	Basic	Proficient	Advanced
0	2-4	5-6	7-9	10-12
0	**1**	**17**	**25**	**6**

Fall Writing Assessments				
Grade 7 - Expository				
NS/Off Prompt	Below Basic	Basic	Proficient	Advanced
0	2-4	5-6	7-9	10-12
1	**2**	**8**	**17**	**8**

Winter Writing Assessments				
Grade 7 - Persuasive				
NS/Off Prompt	Below Basic	Basic	Proficient	Advanced
0	2-4	5-6	7-9	10-12
1	**2**	**6**	**17**	**9**

Spring Writing Assessments				
Grade 7 - Expository*				

NS/Off Prompt	Below Basic	Basic	Proficient	Advanced
0	2-4	5-6	7-9	10-12
0	**1**	**2**	**21**	**8**

Fall Writing Assessments				
Grade 8-- Persuasive				
NS/Off Prompt	Below Basic	Basic	Proficient	Advanced
0	2-4	5-6	7-9	10-12
0	**3**	**11**	**26**	**12**

Winter Writing Assessments				
Grade 8 - Expository				
NS/Off Prompt	Below Basic	Basic	Proficient	Advanced
0	2-4	5-6	7-9	10-12
1	**2**	**10**	**25**	**13**

Spring Writing Assessments				
Grade 8-- Persuasive				
NS/Off Prompt	Below Basic	Basic	Proficient	Advanced
0	2-4	5-6	7-9	10-12
2	**1**	**3**	**25**	**21**

Winter Math Assessments			
Grade 5-Number and Operations			
Novice	Apprentice	Practitioner	Expert
1-2	3-4	5-6	7-8
10	**11**	**4**	**8**

Spring Math Assessments			
Grade 5-Number and Operations			
Novice	Apprentice	Practitioner	Expert
1-2	3-4	5-6	7-8
15	**9**	**5**	**5**

Fall Math Assessments			
Grade 6-Number and Operations; Data Analysis and Probability			
Novice	Apprentice	Practioner	Expert
1-2	3-4	5-6	7-8

| 9 | 14 | 4 | 17 |

Spring Math Assessments			
Grade 6-*Algebra; Geometry; Measurement			
Novice	Apprentice	Practioner	Expert
1-2	3-4	5-6	7-8
1	15	16	12

Fall Math Assessments			
Grade 7-Algebra; Number and Operations			
Novice	Apprentice	Practioner	Expert
1-2	3-4	5-6	7-8
15	12	2	11

Spring Math Assessments			
Grade 7-Algebra; Number and Operations			
Novice	Apprentice	Practioner	Expert
1-2	3-4	5-6	7-8
17	16	0	7

Fall Math Assessments			
Grade 8-Algebra; Geometry; Number and Operations			
Novice	Apprentice	Practioner	Expert
1-2	3-4	5-6	7-8
18	26	0	9

Spring Math Assessments			
Grade 8-*Algebra; Number and Operations			
Novice	Apprentice	Practioner	Expert
1-2	3-4	5-6	7-8
2	16	22	13

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

A variety of strategies have been implemented in order to address items that have been identified with a rating of Needs Improvement or Unsatisfactory they include:
- Use of standardized testing data in order to identify areas of need.
- Additional professional development in the area of data driven instruction.
- Additional teaching time and resources directed in these areas.
- Implementation of summer programs designed to help retain/improve skills.
- Individualized instruction in order to target students with identified needs using differentiated instruction in the classroom and supplemental programs within each building.

C.2 ACADEMIC PERFORMANCE DATA—ALL SCHOOLS

C.2.a. Retention in Grade:

FOR THE ACADEMIC YEAR	20	14	to	20	15

Grade Level	Percentage Retained in Grade
All grades	100%

C.2.b Honor Roll:

FOR THE ACADEMIC YEAR	20	13	to	20	14

Grade Level	Percentage Earned Honor Roll
K-5	NA
6	First Honors – 4% Second Honors – 39%
7	First Honors – 5% Second Honors – 28%
8	First Honors – 10% Second Honors – 25%
9	First Honors -29% Second Honors – 33%
10	First Honors – 11% Second Honors – 46%

Grade Level	Percentage Earned Honor Roll
11	First Honors -50% Second Honors – 29%
12	First Honors – 47% Second Honors – 26%

Middle School Criteria (2013-14):   **High School Criteria (2013-14)*:**

First Honors: Average of 97-99   **First Honors: Average of 94-99**

Second Honors: Average of 93-96   **Second Honors: Average 90-93**

*Beginning 2015-16, the high school honor roll requirements have been revised to match the middle school honors requirements.

C.2.c   GRADE POINT AVERAGE:

FOR THE ACADEMIC YEAR	20	13	to	20	14

Grade Level	Average GPA
6	90.93
7	90.94
8	91.01
9	89.48
10	88.46
11	91.01
12	91.20

C.3. ACADEMIC PERFORMANCE DATA: FOR ALL DIPLOMA GRANTING HIGH SCHOOLS

C.3.a   Honors Course Enrollment and Performance:

FOR THE ACADEMIC YEAR	20	13	to	20	14

Grade Level	Percentage Enrolling in and Passing Honors Courses
9	60.78
10	90.38
11	88.73
12	85.48

C.3.b   Graduation Rate:

Class of	Percentage Graduating Within Four Years
2014	100%
2013	100%
2012	100%
2011	100%
2010	100%

C.3.c.   Graduate Intentions:

FOR THE CLASS OF: 2014

Intentions	Percent of Total Senior Class
Attend 4 year college or university	77%
Attend 2-year college junior or community college	13%
Employment	8%
Enter military service	2%
TOTAL	100%

List the colleges, universities, and/or post-secondary schools where graduates of the last FOUR graduating classes were accepted for matriculation most frequently.

College/University	Number	Post-Secondary School	Number
Penn State (all campuses)	68	Penn College of Technology	13
Pitt (all campuses)	38	Triangle Tech	7
IUP	28		
Clarion	28		
St. Vincent	26		
Gannon	17		
Slippery Rock	16		
Mercyhurst	13		
St. Francis	12		
Robert Morris	8		
California University of PA	7		

C.4. CITIZENSHIP PERFORMANCE DATA—ALL SCHOOLS

C.4.a.   Attendance:

FOR THE ACADEMIC YEAR	20	13	to	20	14

Grade Level	Percentage Absent 10 or More Days[2]
K	3%
1	2%
2	0%
3	21%
4	3%
5	0%
6	2%
7	17%
8	16%
9	11%
10	27%
11	11%
12	31%

C.4.b.   Tardiness:

FOR THE ACADEMIC YEAR	20	13	to	20	14

Grade Level	Percentage Late to School 10 or More Days
K	0%
1	0%
2	0%
3	0%
4	0%
5	3%
6	2%
7	2.5%
8	3.5%

---

[2] The school may change this standard to meet the generally accepted standard for the school.

Grade Level	Percentage Late to School 10 or More Days
9	4%
10	4%
11	3%
12	5%

C.4.c.   Suspensions from School:

FOR THE ACADEMIC YEAR	20	13	to	20	14

Grade Level	Percentage Suspended One or More Times
K-12	0%

C.4.d.   Expulsions:

FOR THE ACADEMIC YEAR	20	13	to	20	14

Grade Level	Percentage Expelled
K-12	0%

THE PROFILE OF ORGANIZATIONAL CAPACITY

The Profile of Organizational Capacity provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. The Profile consists of the results of a self-assessment of the school's adherence to the 12 Middle States Standards for Accreditation.

Method(s) Used to Conduct the Self-Assessment of Adherence to the Standards for Accreditation

A. By Standards Surveys

X	**YES**		**NO**	**The self-assessment was conducted using the surveys provided by the Middle States Association.**

Total Number of Surveys Returned	
The results represent surveys completed by:	
▪ **Students**	545
▪ **Parents**	186
▪ **Faculty, Staff, Administrators, Community Representatives**	68
▪ **Board Members**	6

B. By a Committee

X	**YES**		**NO**	**The self-assessment was conducted by a committee for all the Standards.**

Committee Member's Name	Committees on which the Person Served (list each subcommittee)	Role in the School's Community (e.g. teacher, parent, student, etc.)
Aaron Straub	Governance and Leadership	HS Teacher and Athletic Director
Amy Fehrenbach	Student Services, Reading and Language Arts Curricular Study	ACT 89 Middle School Remedial Reading and Enrichment
Amy Straub	Student Services	Parent
Anne Kronenwetter	Governance and Leadership, Student Services	MS Teacher
Audrey Murray	Facilities	ES Teacher

Committee Member's Name	Committees on which the Person Served (list each subcommittee)	Role in the School's Community (e.g. teacher, parent, student, etc.)
Bonnie Reinke	Assessment and Evidence of Learning	HS/MS Teacher
Bridget Roberts	Health and Safety	ES Teacher
Cathy Zore	Governance and Leadership	ES Teacher
Chelsea Bloam	Student Life and Activities	ES Teacher
Dana Gebauer	Student Life and Activities, Reading and Language Arts Curricular Study	HS Teacher
Danielle Fledderman	Student Life and Activities, Math Curricular Study	HS/MS Teacher
Deana Wittman	School Climate and Organization	ES Teacher
Elaine Brem	Assessment and Evidence of Learning	HS Teacher
Father Richard Allen	Mission and Philosophy	Clergy
Fr. Ross Miceli	Mission and Philosophy, Information Resources, Religion Curricular Study	HS Theology Teacher and Campus Ministry Officer
Frank Ginther	Facilities	ES Maintenance
Gerry Geer	Religion Curricular Study	ES Teacher
James Lallman	Math Curricular Study	HS Teacher
Jen Meyer	Assessment and Evidence of Learning	HS Teacher
Jill Struble	Student Life and Activities	HS Guidance
John Schneider	Governance and Leadership Facilities	MS Principal and Teacher
Jude Hoffman	Finance	Parent
Kathy Bauer	Student Services	ES Teacher
Karen Cheatle	Health and Safety	ES Teacher
Kate Young	Reading and Language Arts Curricular Study	HS Teacher
Katie Dupree	Reading and Language Arts Curricular Study	ES Teacher
Ken Vogt	School Improvement and Planning	MS Teacher
Laura Anderson	Finance	HS Teacher
Linda Meier	Finance	ES Teacher

Committee Member's Name	Committees on which the Person Served (list each subcommittee)	Role in the School's Community (e.g. teacher, parent, student, etc.)
Lisa Daghir	Student Services, Student Life and Activities	MS Teacher and HS Guidance
Lisa Knight	Health and Safety	HS Teacher
Lori Bauer	Health and Safety	MS Teacher
Lori Renwick	Math Curricular Study	ES Teacher
Marlene Stubber	Mission and Philosophy, School Improvement and Planning, Information Resources	HS Technology Coordinator and Teacher
Marsan O'Leary	School Climate and Organization	MS Teacher
Mary Agnes Marshall	Mission and Philosophy	Retired MS Principal, Board Member
Mary Ann Lazore	Health and Safety, Math Curricular Study	MS Teacher
Mary Ann Rettger	Assessment and Evidence of Learning, Religion Curricular Study	MS Teacher
Mary Beth Schaut	Governance and Leadership	ES Principal
Mary Lou Cartwright	Mission and Philosophy	ES Teacher
Mary Lynn Carnovale	Student Life and Activities	Parent
Mary Steele	Information Resources, Reading and Language Arts Curricular Study	MS Teacher
Megan Ambrose	School Climate and Organization	ES Teacher
Melinda Lanzel	School Climate and Organization	ES Teacher
Michelle Smith	Assessment and Evidence of Learning	ES Teacher
Monica Dragich	School Improvement and Planning	ES Teacher
Patty Cotter	Information Resources, Educational Program	ES Teacher
Peter Winklbauer	Student Services	HS Teacher
Ralph Swackhammer	Facilities	HS Maintenance
Ray Knight	Finance	HS Teacher and Music Director

Committee Member's Name	Committees on which the Person Served (list each subcommittee)	Role in the School's Community (e.g. teacher, parent, student, etc.)
Rebecca Bolitiski	Information Resources	ES Teacher
Richard Swackhammer	Facilities	HS Teacher
Robert Breindel	Finance	Finance Director
Sam MacDonald	Mission and Philosophy, School Improvement and Planning	President of the School System
Sandy Florig	Governance and Leadership	HS Principal
Scott Scutella	Student Services	HS Teacher
Shawn Millinder	Assessment and Evidence of Learning	HS Teacher
Sister John Paul	Religion Curricular Study	HS Teacher
Susan Bon	Information Resources, Reading and Language Arts Curricular Study	MS Teacher
Ted Hanes	School Climate and Organization, Student Life and Activities, Educational Program	HS Vice Principal and Teacher
Tia Meredith	Facilities, Educational Programs	MS Teacher
Tony Breindel	Facilities	HS Teacher
Wee J. Fernan	Math Curricular Study	HS Teacher

**NOTE: Committee size and composition may vary depending upon the school's size, the topic to be addressed, etc. If needed, add lines to the above chart.

If the school used a single committee to conduct the self-assessment, explain below how all of the school's community of stakeholders were given opportunities to provide input into the self-assessment.

The school system used multiple committees to conduct the self-assessment.

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" section provided below. Rate the degree to which the school meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. **Does Not Meet**	The evidence indicates the school **does not meet** the expectations of this Indicator
2. **Partially Meets/In Need of Improvement**	The evidence indicates that the school **partially meets** the expectations of this Indicator and **is in need of improvement**
3. **Meets**	The evidence indicates the school **meets** the expectations of this Indicator
4. **Exceeds**	The evidence indicates the school **exceeds** the expectations of this Indicator

THE MISSION STANDARD FOR ACCREDITATION

A.   Issues Related To This Standard

Not applicable in this section. See The School's Mission, Beliefs, and Profile of Graduates

B.   Self-Assessment of Adherence to the Indicators of Quality

The Standard: The school has a mission that conveys clearly and concisely the school's vision of a preferred future for the school's students and its expectations for student learning. The mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed using a process that considers input by appropriate stakeholders of the school and is aligned with the needs of the community(ies) the school serves.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
The school's statement of mission:						
1.1	Is communicated widely to the school's community of stakeholders by inclusion in the school's publications and website and by being displayed prominently throughout the school.				X	
1.2	Is reviewed periodically to determine its effectiveness in communicating the school's purposes and vision.		X			
1.3	Is understood and supported by the students, their families (if appropriate), and the school's community of stakeholders.				X	
1.4	Was developed using a process that considered input by appropriate stakeholders of the school.				X	

Indicators of Quality for faith-based schools[3]

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[3] The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address

These Indicators do not apply to our school.

Indicator of Quality	1	2	3	4	N/A
The school's religious identity is:					
1.5	Articulated clearly in the school's mission and beliefs.				X	
1.6	Integrated into its school-wide goals and objectives.				X	
1.7	Visible in symbols and artifacts throughout the school.				X	

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	
Governing Body	
Teachers	1. I think we are heavy on service and lack in learning about the actual faith like church history. 2. Could be displayed in schools more often. On website and publications is better. 3. We need to get the mission statement visible throughout the schools. 4. Our schools have a strong Catholic identity and this identity is clearly defined in our mission statement. 5. As far as I know, we do not review the mission statement. The high school needs more symbols and artifacts.
Support Staff	Please see the Survey Monkey Comments
Students	Please see the Survey Monkey Comments
Parents	1. Compared to some public schools, ECC goes above and beyond any expectations I could imagine. 2. At the elementary school level, they do not demonstrate an understanding of the different types of families (single, separated, divorced, etc.) and continue to set events that reflect only intact families. 3. We love the school's feeling of "we are family". They are a WONDERFUL "village" to help raise our children.

unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

Source of Comments	Comments
Community Stakeholders	Please see the Survey Monkey Comments

Explanation of Any Ratings of 1:

Indicator No.	Explanation
	There are no indicators of "1."

C.   Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for Planning

List the school's significant strengths in meeting the Philosophy/Mission Standard.

We work tirelessly to permeate the entire school system with an understanding of who we are and what we are about.

Parents of our students truly value the opportunity to send their children to a Catholic school.

Ninety-eight percent of our students are Catholic.

List the school's significant areas in need of improvement in meeting the Philosophy/Mission Standard.

A plan should be made and implemented to periodically review our effectiveness in communicating the school's purposes and vision.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Philosophy/Mission that should be included in the action plan in the Plan for Growth and Improvement.

When making decisions, implementing changes, etc. within any aspect of the school system's operation, care should be taken to check alignment with the mission.

Review at end-of-year faculty/staff meetings the degree of compliance regarding alignment with the mission.

E.   Evidence to Support the Assessment of This Standard

Evidence	School
The school's philosophy/mission	X
Samples of publications that communicate the mission/philosophy to the school's community of stakeholders	X
Marketing, recruitment, and admissions materials	X
Address of the school's website	X
Policies related to the philosophy/mission	X
Handbooks – student/parent, faculty, staff	X

GOVERNANCE AND LEADERSHIP
STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

TO BE COMPLETED BY INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

1. Is the school incorporated?	X	Yes
		No
If yes, Name of Corporation:	**Elk County Catholic High School**	

2. Is the school licensed to operate as an educational school?	X	Yes
		No
If yes,		
In what state(s) is the school licensed to operate?	Pennsylvania	
In what country(ies) is the school licensed to operate?	U.S.	
If no, explain the school's authority to operate:		

3. Is the school licensed to grant diplomas or certificates?	X	Yes
		No
If yes,		
In what state(s) is the school licensed to grant diplomas or certificates?	Pennsylvania	
Type(s) of diplomas or certificates offered	PA state high school (non-public)	
If no, explain the school's authority to grant diplomas or certificates:		

For religious schools:

Religious Affiliation:	Roman Catholic

B. Self-Assessment of Adherence to the Indicators of Quality

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

The Standard: The school is chartered, licensed, or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates**.** There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the school.

The school's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the school's mission. The governing body and leadership maintain timely and open communication with the school's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school's educational program.

Indicators of Quality for all schools not part of a larger system of schools, Diocese, or archdiocese

	These Indicators do not apply to our school.

	Indicator of Quality	**1**	**2**	**3**	**4**	**N/A**
The school's governing body ensures that the school:						
2.1	Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates.				X	
2.2	Has no legal or proprietary ambiguities in ownership, control, or responsibility.				X	
2.3	Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.					X
2.4	Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.		X			
2.5	Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.			X		
2.6	Is provided with the sufficient qualified personnel to deliver its programs, services, and activities.			X		
The school's governing body ensures that it:						
2.7	Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school's			X		

Indicator of Quality	1	2	3	4	N/A
performance, and ensuring the availability of adequate resources to accomplish the school's mission.					
2.8 Uses a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school.					X
2.9 Thinks and acts strategically, reflecting on its decisions and the consequences of its actions.				X	
2.10 Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school.				X	
2.11 Works cooperatively with the school's leadership to establish and maintain clear, written policies and procedures that are consistent with the school's mission, are implemented at all times, and reviewed regularly.				X	
2.12 Has and implements written policies and/or procedural guidelines that define for the governing body: • Its proper roles and responsibilities; • Qualifications for its members; • The body's composition, organization, and operation; • Terms of office for its members; and • Provisions for identifying and selecting new board members when vacancies occur.				X	
2.13 Implements a process for reviewing/revising its policies regularly.				X	
2.14 Evaluates systematically and regularly its own effectiveness in performing its duties.			X		
2.15 Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles.		X			
2.16 Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.				X	
2.17 Includes members that represent constituencies served by the school.				X	
2.18 Maintains appropriate and constructive relations with the school's leadership, staff, students, families, the community, and with each other in the interest of serving the needs of the students.		X			
2.19 Recognizes the accomplishments of staff members and students.			X		
2.20 Adheres to appropriate guidelines concerning confidentiality in communications.			X		
The school's leadership:					

	Indicator of Quality	1	2	3	4	N/A
2.21	Is accountable to the governing body and is responsible for ensuring the school's students achieve the expected levels of achievement.				X	
2.22	Maintains a relationship with the school's governing body characterized by mutual trust and cooperation.				X	
2.23	Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.				X	
2.24	Provides a program of professional development based on the needs of the school and staff identified in the school's growth and improvement process.				X	
2.25	Ensures that professional and support staff members stay well informed about educational developments.				X	
2.26	Undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.			X		
2.27	Stays well informed of and implements best practices identified in educational research and literature.				X	
2.28	Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.			X		
2.29	Adheres to appropriate guidelines concerning confidentiality in communications.				X	

Indicators of Quality for schools that are part of a larger system of schools, Diocese, or archDiocese

	These Indicators do not apply to our school.

	Indicator of Quality	1	2	3	4	N/A
The governing body and the school system's/diocesan leadership ensure that the school:						
2.30	Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction in which the school are located.				X	
2.31	Has no legal or proprietary ambiguities in ownership, control, or responsibility.				X	
2.32	Documents partnerships and any corporate linkages in ownership/governance as enforceable agreements.			X		

Indicator of Quality	1	2	3	4	N/A
2.33 Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.			X		
2.34 Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.				X	
2.35 Is provided with the sufficient qualified personnel to deliver its educational program, services, and activities.				X	

The governing body ensures that it:

	1	2	3	4	N/A
2.36 Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the school's mission.			X		
2.37 Thinks and acts strategically, reflecting on their decisions and the consequences of their actions.				X	
2.38 Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school.				X	
2.39 Works cooperatively with the leadership of the school system/Diocese and school to establish and implement clear, written policies and procedures that are consistent with the mission of the school.				X	
2.40 Has and implements written policies and procedures that define for the governing body: - Its proper roles and responsibilities - Qualifications for its members; - The body's composition, organization, and operation; - Terms of office for its members; and - Provisions for identifying and selecting new board members when vacancies occur.				X	
2.41 Implements a process for reviewing/revising its policies regularly					X
2.42 Evaluates systematically and regularly its own effectiveness in performing its duties.					X
2.43 Provides appropriate opportunities for education of the members of the governing body, including orientation and training sessions so that all members understand their responsibilities and roles.				X	
2.44 Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.				X	
2.45 Includes members that represent constituencies served by the school.				X	

	Indicator of Quality	1	2	3	4	N/A
2.46	Maintains appropriate and constructive relations with the school's leadership, staff, and students, families, the community, and with each other in the interest of serving the needs of the students.				X	
2.47	Adheres to appropriate guidelines concerning confidentiality in communications.				X	
2.48	Recognizes the accomplishments of staff members and students.				X	
The school system's/Diocese's leadership:						
2.49	Is accountable to the governing body and is responsible for ensuring the school's students achieve the expected levels of achievement.				X	
2.50	Maintains a relationship with the school's leadership that evidences mutual trust and cooperation.				X	
2.51	Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.				X	
2.52	Provides a program of professional development based on the needs of the school/school system and staff as identified in the school growth and improvement process.				X	
2.53	Undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.			X		
2.54	Stays well informed of and implements best practices identified in educational research and literature.				X	
2.55	Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.				X	
2.56	Adheres to appropriate guidelines concerning confidentiality in communications.				X	

Indicators of Quality for faith-based schools[4]

	These Indicators do not apply to our school.	

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[4] The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school such as a Diocesan/Archdiocesan or a similar school of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

	Indicator of Quality	1	2	3	4	N/A
	The school's governing body and leadership:					
2.57	Articulate and model the religious tenets of the school.				X	
2.58	Maintain the religious identity of the school as a priority.				X	
2.59	Use the school's religious values and identity to inform its policies, procedures and decisions.				X	
2.60	Accept the authority of the sponsoring religious institution.				X	
2.61	Engage the school's community of stakeholders in setting direction and planning for the future of the school as a faith-based institution.			X		
2.62	Include an assessment of candidates' understanding and commitment to the religious beliefs and mission of the school when hiring the school's leadership and members of the staff.				X	
2.63	Promote respect and collaboration among all members of the school's "faith" community.				X	
2.64	Give appropriate attention to building a respectful and collaborative "faith" community among the faculty and staff.				X	

Indicator of Quality for schools that deliver all or part of their educational program by a distance modality

X	This Indicator does not apply to our school.

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	Can be found in the Survey Monkey Results
Governing Body	Can be found in the Survey Monkey Results
Teachers	1. The survey didn't explain who the "governing body" consisted of, nor did those staff who are on the Planning Committee. 2. Better communication is desired with regard to Board meeting agendas, the minutes, outcomes, etc. 3. The board needs to recognize staff and student achievements and do so in many public forums.
Support Staff	Can be found in the Survey Monkey Results

Source of Comments	Comments
Students	Can be found in the Survey Monkey Results
Parents	1. More emphasis should be placed on academic rigor. 2. Communication from the governing body needs some improvement.
Community Stakeholders	Can be found in the Survey Monkey Results

Explanation of Any Ratings of 1:

Indicator No.	Evidence
	There were no indicators with a score of "1."

C.   Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for Planning

List the school's significant strengths in meeting the Governance and Leadership Standard.

Our new President is very open to raising the bar across the board. He is also very intuitive regarding change and good communication. Furthermore, he makes himself available and is a great listener and is well aware of reaching out to stakeholders

The board and the administration both represent countless years of experience. They have started working on a Strategic Plan. These individuals also have a collective good reputation and have earned a sense of trust within the school community.

List the school's significant areas in need of improvement in meeting the Governance and Leadership Standard.

Job descriptions need to be written for the board members. The understanding of confidentiality needs to improve and be practiced by all board members. Board meetings should be held in each of the three schools to enable the members to see firsthand what life is like at each level, the condition of each site, and encourage greater ownership of their responsibilities.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Governance and Leadership that should be included in the action plan in the Plan for Growth and Improvement.

A plan needs to be developed for recognizing attrition and restructuring governance changes resulting from an ongoing drop in enrollment.

E. Evidence to Support the Assessment of This Standard

Evidence	School
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	
Chart of lines of authority/responsibilities	X
Policies related to governance and leadership	
For independent, non-public, and proprietary institutions only	
Names, addresses, and organizational position of the institution's owners	X
Names, address, affiliation of the members of the board of governance	X

SCHOOL IMPROVEMENT PLANNING
STANDARD FOR ACCREDITATION

A.   Issues Related To This Standard

SCHOOL PLANS

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
Strategic Plan/Long-Range Plan		X	2014		Satisfactory
				X	Needs Improvement
					Unsatisfactory
Financial Plan		X	2014		Satisfactory
				X	Needs Improvement
					Unsatisfactory
Facilities Plan		X	2014		Satisfactory
				X	Needs Improvement
					Unsatisfactory
Technology Plan		X	2014		Satisfactory
				X	Needs Improvement
					Unsatisfactory
Professional Development Plan		X	2014		Satisfactory
				X	Needs Improvement
					Unsatisfactory
Staffing Plan		**X**	**2014**		Satisfactory
				X	Needs Improvement
					Unsatisfactory
Institutional Advancement and Development Plan		**X**	**2014**		Satisfactory
				X	Needs Improvement
					Unsatisfactory
Curriculum Review/Revision Plan		**X**	**2014**		Satisfactory
				X	Needs Improvement
					Unsatisfactory
Student Enrollment Plan		**X**	**2014**		Satisfactory
				X	Needs Improvement
					Unsatisfactory
				X	Needs Improvement
					Unsatisfactory

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

The school is in a unique position on many of these issues, having just emerged from a very long strategic process of Catholic school consolidation throughout the county, but within St. Marys specifically. Many of these plans were completed within the past 12-18 months, and the school system is embarking on a process of planning at this time. People surveyed generally believe that the school has done a good job of managing the consolidation, and faith that the next steps will be productive, but it is hard to judge the "long range plans" as satisfactory or not because they are still being developed. The numbers on our survey are quite high, as you will see below, but we have marked "needs improvement" on all of the sections above because they are not finished products. We have also marked "no" for all of them, but again, we would point to the high marks on the surveys to indicate a degree of confidence that the "no" answers are becoming "yes" answers.

B.   Self-Assessment of Adherence to the Indicators of Quality

SCHOOL IMPROVEMENT PLANNING
STANDARD FOR ACCREDITATION

The Standard: The school plans strategically and continuously to grow and improve its students' performance and the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school's strategic plan is aligned with and supports achievement of its mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals.

Indicators of Quality for all schools

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					
3.1 Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the school's community of stakeholders.			X		
3.2 Bases its strategic plan on longitudinal data regarding the achievement and performance of the school's students and the			X		

	Indicator of Quality	1	2	3	4	N/A
	school's capacity to produce the levels of student achievement and performance expected by its community of stakeholders.					
3.3	Communicates regularly to its community of stakeholders information about the school's planning process, strategic plan, and the results being achieved by implementing the plan.			X		
3.4	Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement.			X		
3.5	Takes into consideration the school's capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans.			X		
3.6	Guarantees that its action plans address all areas of the school's programs, services, operations, and resources that are relevant to the strategic plan's goals.			X		
3.7	Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results.			X		
3.8	Submits its strategic plan for periodic internal and external reviews to validate the plan and its goals and planning process used to develop the plan.			X		

Indicator of Quality for faith-based schools [5]

	This Indicator does not apply to our school.					
	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:						
3.9	Maintains as a priority in all planning activities the spiritual life of the school and its community.				X	

Stakeholders' comments to support the ratings:

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[5] The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school such as a Diocesan/Archdiocesan or a similar school of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

Source of Comments	Comments
Administrators	1. Administrators exhibit a willingness to begin a robust process of strategic planning, as evidenced by early efforts in 2014.
Governing Body	2. The governing body also exhibited a willingness to begin a robust process of strategic planning, as evidenced by early efforts in 2014.
Teachers	1. Teachers have concerns that they are not often consulted in strategic planning. 2. Teachers express a desire for better communication. 3. Teachers hope that early efforts will yield results.
Support Staff	Can be found in the Survey Monkey results.
Students	Can be found in the Survey Monkey results.
Parents	1. Parents have concerns about communication 2. Parents have no sense of the current strategic plan
Community Stakeholders	Can be found in the Survey Monkey results.

Explanation of Any Ratings of 1:

Indicator No.	Evidence
	We had no " 1" ratings, but again, we feel it is important to go beyond our survey numbers, which were high, and actually deliver on the promise to decide on a new direction for the school now that much of the consolidation of the past 109 years has been completed.

C.   Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for Planning

List the school's significant strengths in meeting the School Improvement Planning Standard.

The school has a strong history of overcoming serious challenges proactively.

The trustees, administrative team, faculty and parents are on board with the mission.

The school has many strong skill players capable of developing and implementing a plan.

List the school's significant areas in need of improvement in meeting the School Improvement Planning Standard.

We need to turn trust into action.

While we are on firm ground now due to strong decision-making in the past, it is important to move to the next step and develop a plan of action.

We need to be more effective in communicating the challenges and opportunities we face in order to get a higher level of support from stake-holders.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to School Improvement Planning that should be included in the action plan in the Plan for Growth and Improvement.

Officially implement a strategic planning process as soon as possible, to build on all the research and groundwork done to date.

E.   Evidence to Support the Assessment of This Standard

Evidence	School
Strategic and/or long-range plan	X
Development/institutional advancement plan	X
Enrollment plan	X
Policies related to school improvement planning	X

FINANCES STANDARD FOR ACCREDITATION

A.   Issues Related to this Standard

A.2.   For Non-Public, Independent And Proprietary Schools

FINANCIAL RESOURCES:

INCOME SOURCE	Current Year	Last Year
% from tuition	44%	42%
% from fees	1%	1%
% from fund-raising and other special Activities	3%	3%
% from annual giving	5%	5%
% from grants	6%	7%
% from interest/investments/rental income	8%	7%
Other (describe): Parish subsidies	33%	35%
Other (describe): Tuition, advancement, etc.	59%	58%
Other (describe):	%	%
TOTAL	100%	100%

ANNUAL PER PUPIL COSTS:

PER PUPIL COSTS	Current Academic Year	Last Academic Year
Early Age School/Center	$1080	$1017
Elementary School/Lower School	$7044	$6861
Middle School	$7044	$6861
Secondary/ Upper School	$7044	$6861

INSURANCE FOR THE SCHOOL:

TYPE OF INSURANCE	Adequacy of Coverage			
	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
General Liability	X			
Workers Compensation and/or Long Term Disability	X			
Director & Officers Liability and/or	X			

TYPE OF INSURANCE	Adequacy of Coverage			
	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Educators Legal Liability				
Property Insurance	X			
Business Interruption				X
Theft/fraud/deceit				X
Travel and field trip insurance	X			
School owned vehicle insurance	X			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

There are no "needs improvement" or "unsatisfactory" ratings.

Indicate any anticipated major capital expenditures within the next three years.

None.

A.3.   For All Schools—Financial Assurances

The financial viability and stability of a school is a primary requirement for accreditation by the Middle States Association.

Therefore, if the school is not able to provide the results of a full external audit completed within the last 18 months, the head of the school and the head of the governing body (if applicable) must assure, by their electronic signatures below, that the financial information and data reported in this Self-Study Report are true and accurate.

I give my assurance that the financial information and data in this Self-Study Report are true and accurate.

Signed electronically by: Sam MacDonald

Printed Name of the Head of the School: Sam MacDonald, President of the Elk County School System	

Signed electronically by: Conrad J. Kogovsvek
Printed Name of the Head of the Governing Body: Conrad J. Kogovsvek, Chairman of the Board of Directors

B.   Self-Assessment of Adherence to the Indicators of Quality

FINANCES STANDARD FOR ACCREDITATION

The Standard: The school has financial resources that are sufficient to provide its students with the educational program defined in the school's mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the school's ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

Indicators of Quality for all schools

	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:						
4.1	Is free of any contingent financial liabilities or on-going litigations that could affect the school's ability to continue operation.			X		
4.2	Maintains levels of income and expenditures that are in appropriate balance.			X		
4.3	Has and implements written policies and procedures that require the governing body and leadership to exercise prudent control over the school's finances and all financial operations.			X		

Indicator of Quality	1	2	3	4	N/A
4.4 Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications.			X		
4.5 Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services.			X		
4.6 Submits official financial records of the school such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability.			X		
4.7 Responds appropriately to the results and recommendations of financial audits or reviews.			X		
4.8 Gives stakeholders appropriate opportunities to provide input into financial planning.			X		
4.9 Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.			X		
4.10 Informs families enrolling students in the school about any financial obligations for attending the school.			X		
4.11 Sets tuitions and fees, if applicable, that are related to the content of the school's educational program, the length of study, and equipment and supplies required for learning.			X		
4.12 Has and implements written, reasonable, and equitable tuition, collection, and refund policies.			X		
4.13 Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner).			X		
4.14 Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.			X		

Indicators of Quality for faith-based schools[6]

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[6] The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

Indicator of Quality		1	2	3	4	N/A
The school's governing body and leadership ensure that the school:						
4.15	Has the financial resources necessary to support and enhance the religious nature of the school.			X		
4.16	Considers the religious values of the school when making decisions regarding the use of its financial resources.			X		
4.17	Conducts advancement efforts that are supported by the school's leadership, staff, parents, and alumni.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	Can be found in the Survey Monkey Results
Governing Body	Can be found in the Survey Monkey Results
Teachers	1. Teachers are confident in schools leadership on finances, but not aware of ways to have input. 2. Teachers are not often asked for input on finances. 3. Teachers are not sure if qualified to weigh in on the questions asked in the survey.
Support Staff	Can be found in the Survey Monkey Results
Students	Can be found in the Survey Monkey Results
Parents	1. Parents are not asked to weigh in on finances. 2. Parents are not sure how to weigh in if they were asked.
Community Stakeholders	Can be found in the Survey Monkey Results

Explanation of Any Ratings of 1:

Indicator No.	Evidence

	There are no indicators with a score of "1."

C. Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for Planning

List the school's significant strengths in meeting the Finances Standard.

All surveyed appeared to have a great deal of confidence in the financial processes, judging by the scores, almost all of which were in the 3-4 range.

List the school's significant areas in need of improvement in meeting the Finances Standard.

According to comments, some stakeholders do not feel as if they have a lot of say in financial planning. But even among those there is uncertainty about how much input they SHOULD have, especially regarding technical issues such as appropriate insurance coverage.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Finances that should be included in the action plan in the Plan for Growth and Improvement.

It is important that we work as hard as we can to disseminate as much appropriate financial information as possible as early in the process as we can.

E. Evidence to Support the Assessment of This Standard

Evidence	School
Current operating budget (for main campus and each branch campus)	X
Certified external ~~audit letter~~ external review conducted within the last two years (for main campus and each branch)	X
Student tuition and fee schedule (if applicable)	X

Evidence	School
Long-range financial plan	
Schedule of student tuition and fees (for non-public and proprietary institutions)	X
Evidence that the institution has no contingent liabilities or on-going litigations that potentially could affect the institution's ability to continue operation	X
List of grants and other funding sources obtained in the last calendar year	X
Publications provided to students outlining students' financial obligations	X
Summary of the institution's insurance coverage (for main campus and each branch)	X
Policies related to finances, financial aid, and refunds	X

FACILITIES STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

A.1. PHYSICAL FACILITIES.

Facility	Location	Year Constructed	Most Recent Renovation	Ownership	
High School/Middle School	600 Maurus Street	1961	2002-2003		Owned
				X	Leased
Elementary School	114 Queens Road	1957	2002		Owned
				X	Leased
Administration Building	600 Maurus Street	1963	2013		Owned
				X	Leased
					Owned
					Leased
					Owned
					Leased
					Owned
					Leased

A.2. ADEQUACY OF FACILITIES.

Facility	Satisfactory		Needs Improvement		Unsatisfactory		Not Applicable	
	ES	M/HS	ES	M/HS	ES	M/HS	ES	M/HS
Furnishings	E	MH						
Provisions for the Disabled	E			MH				
Variety of Instructional Spaces	E			MH				
Laboratories				MH			E	
Counseling/Guidance Space(s)	E	MH						
Health Services Space(s)	E			MH				
Library/Learning Media Center	E	MH						

Facility	Satisfactory		Needs Improvement		Unsatisfactory		Not Applicable	
Administrative and Support Spaces	E	MH						
Offices and Planning Spaces for the Faculty	E	MH						
Heating, Ventilation, Air Conditioning	E			MH				
Electrical, Water, and Sanitation Systems	E	MH						
Energy Conservation System	E	MH						
Security System			E	MH				
Storage Spaces	E	MH						
Parking Spaces	E	MH						
Athletic Fields		MH					E	
Indoor Athletic Space(s)	E	MH						
Cafeteria/Dining Space(s)	E	MH						
Auditorium/Theater		MH					E	
Dormitories							E	MH
Chapel	E	MH						
Maintenance & Cleaning	E			MH				

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

Middle/High School:
1. The second floor of the middle-high building is not handicapped accessible, the first floor of the middle-high does not have handicapped accessible restrooms.
2. The Health Service area is in need of a sink.
3. The Middle School does not have a dedicated science lab space – *project initiated summer 2015*
4. The ceiling fan project is not complete. – *project completed summer 2015*
5. The maintenance shop work area is limited.
6. Those being buzzed into the school have unrestricted access to the school building. An examination of additional security measures needs to completed.

Elementary School:
7. Those being buzzed into the school have unrestricted access to the school building. An examination of additional security measures needs to completed.

A.3.   MAINTENANCE AND CLEANING STAFF:

Type of Facilities Personnel	Number	Adequacy of Type and Number	
Maintenance	3 – M/HS 3 – Elem.	E	Satisfactory
		MH	Needs Improvement
			Unsatisfactory
Clothing	NA		Satisfactory
			Needs Improvement
			Unsatisfactory
Grounds	Contracted Service Providers	E, MH	Satisfactory
			Needs Improvement
			Unsatisfactory
Other: Summer Cleaning	5 –M/HS 5- Elem	E, MH	Satisfactory
			Needs Improvement
			Unsatisfactory
Other:			Satisfactory
			Needs Improvement
			Unsatisfactory

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

Maintenance Staff – Middle/High School: The maintenance person at the middle/high school has an extensive amount of duties. Also, with the number of weekend activities that take place at the middle/high school, additional part time staff may be required to maintain the building at a satisfactory level.

B.   Self-Assessment of Adherence to the Indicators of Quality

FACILITIES STANDARD FOR ACCREDITATION

The Standard: The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school's mission. The facilities provide a physical

environment that supports delivery of the school's educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

Indicators of Quality for all schools

Indicator of Quality			1	2	3	4	N/A
The governing body and leadership ensure that the school:					*MH = Middle/High E = Elem.*		
5.1	Provides sufficient and appropriate facilities for all aspects of the school's educational programs, activities, and services including:				MH E		
	5.1.a.	Instructional areas/classrooms		MH		E	
	5.1.b.	Administrative offices			MH E		
	5.1.c.	Conference rooms		MH	E		
	5.1.d.	Student activities			MH E		
	5.1.e.	Student services			MH	E	
	5.1.f.	Safe and secure storage of school property, equipment, and materials (e.g., cleaning supplies and chemicals).			MH	E	
	5.1.g.	Safe and secure storage of student belongings			MH	E	
5.2	Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities.				MH E		
5.3	Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials.				MH	E	
5.4	Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials.				MH E		
5.5	Includes considerations regarding the appropriateness and adequacy of its facilities in its strategic planning.				MH E		
5.6	Considers the capacities of its facilities and equipment before adopting new programs.				MH E		
5.7	Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities.			MH		E	
5.8	Has adequate and appropriate lighting throughout its facilities.					MH E	

Indicator of Quality	1	2	3	4	N/A
5.9 Has sufficient space for entering, exiting, and traffic flow within its facilities.			MH E		

Indicators of Quality for schools with early childhood education programs

MH	These Indicators do not apply to our school.

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the learning environment:					
5.10 Provides an effective learning environment which supports the education goals for students and effective teaching for faculty.				E	
5.11 Is aesthetically pleasing with predominantly child-produced items on display				E	
5.12 Includes interest centers that have materials in an orderly, accessible arrangement with sufficient space for the number of children and activities intended.			E		
5.13 Includes appropriately sized furniture designed to assure accessibility to children.				E	

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	Can be found in the Survey Monkey Results
Governing Body	1. The school is very well maintained for being older buildings
Teachers	Can be found in the Survey Monkey Results
Support Staff	Can be found in the Survey Monkey Results
Students	1. Honestly, ever since the middle school came, the high school students have been cramped in with no free room. When students need to have a conference with a teacher, it is a struggle to find a space. Also when a student needs to make up a test in a quiet space, it is hard to find one since every room is always occupied now. Our facilities do not have equipment to accommodate students such as air conditioning. Secondly, the girl's bathroom always smells rancid. I cannot even use the restroom because I cannot get past the odor. The school is so crowded with the middle

Source of Comments	Comments
	school and I hate the single entrance. It is a nuisance in the cold, snowy weather to walk from a parked car to the foyer.
	2. With the middle school in our building, middle school students take priority of high school students, and many high school classes get kicked out of the space so the middle school can have it. There is two sports gyms and the band gets mad when they cannot get in the gym, there is the elementary school gym, an auditorium and various other spaces for them to practice in.
	3. Traffic flow before and after school is not as good as it should be. Students have been blamed for being the problem of cutting through the parking lot. I have seen many middle school parents not follow these guidelines and I believe that they should have been the ones to be addressed about the situation.
	4. I believe that the storage rooms for sports equipment in the aux gym is very packed. The drama closet is very packed as well, sometimes they make me nervous.
	5. I think that there needs to be a better flow in the parking lot especially with the middle school now being a part of it.
	6. The classrooms and facilities could be bigger. The traffic flow in the parking lot is pretty good.
	7. The hallways are constantly crowded, making it very difficult to make it to class on time. Many times there are repairs that need to be done that do not get taken care of for an excessive amount of time.
	8. During fire drills it take forever to get from the top floor to outside.
	9. Our school bathrooms always smell and are a mess. The janitors should try to maintain these areas more since they are commonly used.
	10. I can see things that may or may not need work but I very rarely notice the change, or improvement. For example, in winter the school is ice cold some days that sweltering hot the next. But in summer, it's never cool. That could be worked on. There is not much space here in the school, we combined with the middle school and now there is very little room.
	11. The janitors are great and have much praise for Ralph Swackhammer and Dale Welton.
	12. We are no longer permitted to use the foyer entrance after 2:25, which is understandable, but I think it should not have become a

Source of Comments	Comments
	rule. It is honestly very dumb of the school to not use their doors that are made to use for an entrance.
	13. Water fountains and locker rooms are quite filthy and dated. I never see any improvements to the schools facilities. They just shut them down if something happens. The school offers generic programs and classes that do not allow for advancements in what the students are interested in pursuing. The parking lots are often crowded and the teachers use the student lot instead of the faculty lot in the back of the school.
	14. I attend a Catholic school, so we don't receive the same amount of financing for athletics, and we rely on donors. With the amount of money given, we have done what we can for our school, at least this is what I believe as a student. But we could have better facilities if we had better funding.
	15. Going from class to class the halls get crowded because everyone is in a hurry to get to their next class.
	16. Certain infrastructure within the school building are dated and need an update.
	17. The school is slightly crowded and there isn't enough space for the middle school.
	18. It's a bit crowded with the middle school in the building.
	19. Some facilities tend to be dirty. The bathrooms always smell and are not clean.
	20. There are not very many exits. And the hallways are a bit narrow. Nothing can be done about that though, I suppose .
	21. The lighting is almost too bright. The traffic flow is not flowing well ever since the middle school came over.
	22. The school is crowded and overbooked for many activities. It can be quite frustrating.
	23. I think the lighting need to brighter because some times when you go for the school into the parking lot I hurts your eyes because it so bright and your no use to it.
	24. There is not enough room.
	25. Sometimes I find it hard to see even with glasses.
	26. This is a very big school and parking.
	27. We need air conditioning for the summer.
	28. It's hard to walk in the hall after some periods.
	29. Sometimes I get scared in class about someone coming into our school.

Source of Comments	Comments
	30. The school is very clean and heathy for us and yes has very good lighting.
	31. Traffic is a bit of a problem, getting in and out!
	32. We need a bigger parking lot.
	33. Sometimes the school is a little cold.
	34. Some of the stall doors don't lock in the bathrooms.
	35. The bathrooms are not clean.
	36. The light is too bright.
	37. There is unneeded writing in a bathroom.
	38. School is spacious for traffic flow, adequate lighting, and up to date technology. Most know how to use tech.
	39. It could be brighter and it is very jammed when high school and middle school have the same bell time.
	40. I often get headaches because of the lighting.
	41. It's kind of dark in some rooms.
	42. Some hallways in the ECC building are congested in-between periods. This causes bumps and dropping of books.
	43. My school is extremely small and has little to none space for other programs.
	44. I feel safe when I come to school.
	45. The parking lot at the end of the day is crazy.
Parents	1. The temperature in the high school building can lead to difficulty learning.
	2. Dropping off in the morning at the elementary school is not very efficient. Some parents are stopping at the door, getting their child out, gathering their belongings, and sometimes even putting coats and hats on! Seems like most parents don't let their child out until they are the first car at the door. Would go faster if first three cars let out, drive away, next three cars pull up, let out, drive away, next three etc.... Also you have people dodging in and out of cars walking in preschool kids!
	3. Air conditioners needed in the classrooms, especially upstairs during the hotter months.
	4. Parking when the snow is covering the parking lot is so random.
	5. With the implementation of a scent free policy the answer to this question is unclear. An assortment of scents are always detectable

Source of Comments	Comments
	within the building. Perhaps an air filtration or purification system should be considered. One thing that always amazed me was the chaotic design of pick-up/drop-off, busing, and parking although I have never heard of anyone being injured. Unlocked doors and the ease of access to all parts of the building after school hours has been noticed.
	6. Merging the middle and high school caused crowding. The upstairs high school hall is bad. The chemistry and biology lab odors linger.
	7. Our schools contain asbestos.
	8. In regards to the safe entrance and exists for the school, although it is probably a duty of the city, not the school, I have always believed that there should be a traffic light at the entrance of ECCHS. There is a lot of traffic and teenage drivers.
Community Stakeholders	Can be found in the Survey Monkey Results

Evidence:

Indicator No.	Evidence
	There are no ratings of "1."

C.   Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for Planning

List the school's significant strengths in meeting the Facilities Standard.

The vast majority of the school system's facilities meet and/or exceed standards

Additional storage space has been added at the MS/HS with the addition of the band storage building.

The consolidation of the middle and high school has eliminated the excess building capacity.

Facilities have had major safety upgrades in the past 10 years, including updated fire/emergency systems and safety upgrades in the HS science labs.

List the school's significant areas in need of improvement in meeting the Facilities Standard.

The middle/high School restrooms are a concern, both in terms of facilities and cleanliness

Adequate personnel at the middle/high school is a concern in order to adequately maintain the facilities, especially in terms of cleanliness.

Completion of projects at the middle/high school, including ceiling fans and middle school science lab.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Facilities that should be included in the action plan in the Plan for Growth and Improvement.

Development of a long term plan for financing facilities improvements. Currently improvements are taken care of on an as-needed basis and funding is taken from school reserves.

Development of a systematic schedule for cleaning and maintenance at the middle/high school building, to identify the areas of the building in most need, and to adequately address all areas of the building with respect to cleaning.

Development of plans to address the incomplete projects, including HVAC at the middle/high school, completion of the science lab, and conference areas.

E.   Evidence to Support the Assessment of This Standard

Evidence	School
Floor plan of facilities	X
Long-range facilities plan	X
Maintenance/repair schedules	X

Evidence	School
Plans for any facilities improvements	X
Policies related to facilities	X

SCHOOL ORGANIZATION AND
STAFF STANDARD FOR ACCREDITATION

A.   Issues Related To This Standard

Not applicable in this section. See School Information in the Profile of the School.

B.   Self-Assessment of Adherence to the Indicators of Quality

The Standard: The school's organization facilitates achievement of its purposes and core values as expressed in its mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school's mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school's leaders and staff demonstrate collegial and collaborative relationships.

Indicators of Quality for all schools

	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school's organization promotes in its students:						
6.1	An understanding and acceptance of the high expectations the school holds for learning and citizenship.			X		
6.2	A sense of being trusted, supported, and recognized for their accomplishments and contributions.			X		
6.3	Pride in their school.				X	
The governing body and leadership ensure that the school's organization promotes in its staff:						
6.4	A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school.			X		

6.5	Commitment to the school, dedication to their work, and pride in the outcome of their efforts.		X		
6.6	Professional satisfaction and good general morale.		X		
The governing body and leadership ensure that the school's organization:					
6.7	Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships.		X		
6.8	Defines clearly in writing roles, responsibilities, expectations, and reporting relationships of its staff that support a high quality educational program and experiences for the school's students.		X		
The governing body and leadership ensure that the school has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:					
6.9	The day-to-day operation of the school.		X		
6.10	Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff.		X		
6.11	Evaluating staff members' performance.		X		
6.12	Handling complaints/ grievances by members of the staff.		X		
6.13	Orienting and mentoring of new staff members.		X		
6.14	Appropriate orientation and supervision for service providers not employed by the school.		X		
The governing body and leadership ensure that:					
6.15	Due diligence is conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children.		X		
6.16	Due diligence is conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children.		X		
The governing body and leadership ensure that the school's staff:					
6.17	Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the school's educational program, services, and activities.		X		
6.18	Is assigned to work based on the members' education, preparation, experience, expertise, and commitment to the school's success.		X		
6.19	Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.		X		
6.20	Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.		X		

6.21	Is provided with an opportunity to discuss performance evaluations with the evaluator(s) and the ability to appeal evaluations to a designated level of leadership above the evaluator(s).			X		
6.22	Is provided opportunities to offer input into the content of professional development experiences.			X		
6.23	Is encouraged by the leadership to affiliate with professional organizations.			X		
6.24	Feels safe in the school.			X		
6.25	Enforces the student code of conduct fairly and uniformly.			X		
The governing body and leadership ensure that the school's students:						
6.26	Understand and abide by the school's code of conduct.				X	
6.27	Feel safe in the school.				X	
The governing body and leadership ensure that school's families and community of stakeholders:						
6.28	Understand and support the school's code of student behavior.				X	
6.29	Feel safe in the school.				X	
6.30	Demonstrate a commitment to, pride in, and support for the school by participating in its activities, promoting its mission, and ensuring the school has needed financial resources.				X	

Indicators of Quality for schools with early childhood programs

	These Indicators do not apply to our school.

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the early childhood program:					
6.31	Promotes development of children's positive peer relationships.			X		
6.32	Has and implements personnel policies that include an appraisal system and professional development programs that focus explicitly on staff behaviors that are to be encouraged in the classroom such as teacher interactions with children, acknowledgement of age-appropriate development, and developmentally appropriate instructional practices.			X		
6.33	Seeks to achieve applicable teacher and/or staff-to-children ratios.			X		

Indicator of Quality for schools that provide all or part of their educational program by a distance modality

| | These Indicators do not apply to our school. | | | | | |

Indicator of Quality	**1**	**2**	**3**	**4**	**N/A**
The governing body and leadership ensure that:					
6.34	Members of the faculty who deliver the educational program and associated tasks via a distance modality are appropriately qualified and experienced.			X		
The governing body and leadership ensure that the program:					
6.35	Includes regular opportunities for students to interact with each other and with their teachers and other adults in settings other than the distance modality.			X		
6.36	Includes developing age-appropriate relationships between students and between students and their teachers.			X		

Indicators of Quality for faith-based schools [7]

| | These Indicators do not apply to our school. | | | | | |

Indicator of Quality	**1**	**2**	**3**	**4**	**N/A**
The governing body and leadership ensure the school:					
6.37	Portrays an identifiable integration of faith, life, and culture.			X		
The governing body and leadership ensure that:					
6.38	The school's programs of study, activities, athletics, codes of conduct, and discipline actions reflect the religious values expressed in the school's foundational documents.			X		
6.39	Appropriate attention is given in all school programs and activities to values and traditions that demonstrate and reinforce the school's religious nature.			X		
6.40	Members of the faculty are provided with opportunities to advance their understanding of the religious beliefs and foundational documents of the school.			X		
6.41	Formal and informal opportunities are provided for the spiritual development of the faculty and staff members.			X		

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[7] The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

Indicator of Quality	1	2	3	4	N/A
6.42	Regular professional development opportunities are provided for the spiritual development of the faculty and staff as spiritual leaders in the school community.			X		
6.43	The religious studies program for students is consistent with the mission of the school and the sponsoring institution.			X		
6.44	Opportunities for prayer and/or expressions of faith are integrated into its curriculums and daily activities.				X	

Indicators of Quality for All Pennsylvania Public Schools, Private Schools and Their Contractors' Employees Who Work in Direct Contact with Children, and Student Teacher Candidates.

	These Indicators do not apply to our school.

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school has and implements written policies and procedures that:					
6.45	In accordance with Act 24 of 2011 and Section 111 of the Pennsylvania School Code, require all applicants for employment with the institution, including employees of independent contractors but excluding employees who do not have direct contact with students, and student teacher candidates to undergo the following background checks prior to being hired or contracted: a. Pennsylvania State Police Request for Criminal Records Check. Applies to individuals hired as of January 1, 1986; b. PA Department of Public Welfare Child Abuse History Clearance; and c. Federal Criminal History Record Information (CHRI) in a manner required by the Department of Education.				X	
6.46	In accordance with Act 24 of 2011, require all employees as of September 29, 2011 who have not been subject to a previous background check to: a. provide assurances on form PDE-6004 that they have not been previously arrested or convicted of a Section 111(e) offense; or b. if they refuse to submit form PDE-6004, are required to submit a current background check under Section 111.				X	

	Indicator of Quality	1	2	3	4	N/A
6.47	Require the institution to review applicants' required background check reports prior to their being hired or contracted to determine the fitness of the individual to work in a position in which s/he will have contact with children.				X	
6.48	Require the institution to keep on file copies of the required background check reports for all staff hired or contracted on or after April 1, 2007.				X	

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	Can be found in the Survey Monkey Results
Governing Body	Can be found in the Survey Monkey Results
Teachers	Can be found in the Survey Monkey Results
Support Staff	Can be found in the Survey Monkey Results
Students	Can be found in the Survey Monkey Results
Parents	1. I have been in other schools where parents from the opponent school have complimented the respectful way our students act. 2. We are extremely happy with the teachers and administrators at ECC. They are very concerned about their student's academic and emotional well-being.
Community Stakeholders	Can be found in the Survey Monkey Results

Explanation of Any Ratings of 1:

Indicator No.	Evidence
6.25	Enforces the student code of conduct fairly and uniformly.
6.6	Faculty work load, being spread too thin.

6.7	There is not a clear organization of job descriptions.
6.8	Communication.

C. Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for Planning

List the school's significant strengths in meeting the School Organization and Staff Standard.

Pride in their school.

Feel safe in the school.

Opportunities for prayer and/or expression of faith are integrated into curriculums and daily activities.

List the school's significant areas in need of improvement in meeting the School Organization and Staff Standard.

Consistency in discipline for same offense.

Faculty work load, being spread too thin.

There is not a clear organization of job descriptions.

Communication needs to be consistent in both buildings for system wide activities/procedures.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to School Organization and Staff that should be included in the action plan in the Plan for Growth and Improvement.

Faculty work load needs to be assessed. Determine order of importance.

Job descriptions need to be updated.

One representative to send communication notices or all principals co-ordinate their "report" times to their staff.

Discipline codes need to be revised.

E.   Evidence to Support the Assessment of This Standard

Evidence	School
Organizational chart for the school and school system	X
Floor plan of facilities	X
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	X
Contracts (e.g. union, collective bargaining agreements)	X
Results of any climate survey	
Instruments used for evaluating the performance of the staff	X
Professional development plan	X
Policies related to school climate and organization	Diocese

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

A.   Issues Related To This Standard

A.1.   EMERGENCY AND CRISIS PLANS:

Type of Emergency/Crisis Plan	Effectiveness of Plans		
	S	NI	U
Elementary School	ES		
Middle School		MS	
High School		HS	

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

More time needs be spent reviewing/implementing these plans so that the staff is comfortable in these action plans in the event of an emergency.

A.2.   EMERGENCY DRILLS:

Type of Emergency Drill	Frequency of Drills		Quality of Drills		
			S	NI	U
Fire		Semi-Monthly			
		Monthly			
	ES M/H	Periodically		ES M/H	
Natural Disaster (Severe Weather, Flooding, Tornado, Earthquake, etc.)		Semi-Monthly			
		Monthly			
	ES(earthquake, tornado) M/H (tornado)	Annually	ES	M/H	
Bomb Threat		Semi-Monthly			
	M/H	Periodically		M/H	

Type of Emergency Drill	Frequency of Drills		Quality of Drills		
			S	NI	U
	ES	Annually		ES	
External Threat		Semi-Monthly			
	M/H	Periodically		M/H	
	ES	Annually		ES	
Internal Threat		Semi-Monthly			
	M/H	Periodically		M/H	
	ES	Annually		ES	
Bus Evacuation		Semi-Monthly			
		Monthly			
	ES M/H	2x year	ES M/H		
Other:		Semi-Monthly			
		Monthly			
		Annually			
Other:		Semi-Monthly			
		Monthly			
		Annually			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

There needs to be more consistency in the frequency of the drills. The faculty needs to be comfortable with the plans should they ever need to be put to use.

A.3.   HEALTH AND SAFETY INSPECTION SCHEDULE:

Type of Inspection	Frequency		Results of Inspections			
			S	NI	U	N/A
Fire Alarm System		Semi-Monthly	ES			

Type of Inspection	Frequency		Results of Inspections			
			S	NI	U	N/A
		Monthly				
		Annually	M/H			
Food Services		Semi-Monthly				
		Monthly				
	ES M/H	Annually 2x	ES M/H			
1.Elevator **2.Handicap chair lift**	1.ES(by Eastern Elevator)	Semi-Monthly	ES M/H			
	2.ES chair lift	2x year	ES M/H			
	1.ES 2. M/H	Annually	ES M/H			
Internal Communications System *We make a call if a problem should arise.		Semi-Monthly				ES M/H
		Monthly				
		Annually				
Technology Arts/Industrial Arts Equipment		Semi-Monthly				ES M/H
		Monthly				
		Annually				
Athletic Equipment		Semi-Monthly				ES M/H
		Monthly				
		Annually				
Playground Equipment **ES-monthly inspection Spring-Fall**		Semi-Monthly				
	ES	Monthly				M/H
		Annually				
Water Supply (City Water)		Semi-Monthly				ES M/H
		Monthly				
		Annually				
Swimming Pool Water		Semi-Monthly				NA
		Monthly				

Type of Inspection	Frequency		Results of Inspections			
			S	NI	U	N/A
		Annually				
1. Boilers (ES & M/H) **2. Steam Kettles in kitchen (ES & M/H)**		Semi-Monthly				
		Monthly				
	1.ES&M/H 2. ES&M/H	Annually	ES M/H			
1. Computer system(ES & M/H) **2. Walk-in coolers/freezers (ES& M/H)**		Semi-Monthly				
	2.ES&M/H	Daily	ES M/H			
	1.ES & M/H	Annually	ES M/H			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

There are no ratings of "needs improvement" or "unsatisfactory."

A.4.   SUMMARY OF HEALTH SCREENINGS:

Screening For	Conducted By	Frequency	
Vision (K-12)	Certified school RN		Semi-Monthly
			Monthly
		X	Annually
Hearing (K or first entry, grades 1,2,3,7,11)	Certified school RN		Semi-Monthly
			Monthly
		X	Annually
Dental (K or first entry, grades 3,7)	Board certified dentist		Semi-Monthly
			Monthly
		X	Annually
Physical (K or first entry, grades 6, 11)	Board certified doctor		Semi-Monthly
			Monthly
		X	Annually

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Screening For	Conducted By	Frequency	
Tuberculosis	Board certified doctor	At the discretion of the family doctor	
Scoliosis (Grades 6,7)	The screening on students in grade 6 will be done at the time of their required school physical. The certified school RN will conduct the screenings for grade 7).		Semi-Monthly
			Monthly
		X	Annually
			Monthly
			Annually

A.5.   SUMMARY OF INNOCULATIONS:

Instruction: Complete the table below to indicate the school's requirements for inoculations for students.

Inoculation For	In Grade Level
Diphtheria	K
Tetanus	K
Poliomyelitis	K
Measles (rubeola)	K
German measles (rubella)	K
Mumps	K
Hepatitis B	K
Varicella vaccine *Evidence of immunity may be shown by one of the following: • Laboratory evidence of immunity or laboratory confirmation of disease. • A written statement of history of chickenpox disease from a parent, guardian or physician.	K
Tetanus & Diphtheria toxoid and acellular pertussis vaccine (TdaP)	7
Meningococcal Conjugate Vaccine (MCV)	7

A.6.   PROVISIONS FOR HEALTH AND SAFETY:

Health and Safety Issue	Quality and Adequacy			
	S	NI	U	N/A
Adequate health care services at all times.			ES M/H	
Health care at school functions that take place away from the school's premises.	ES M/H			
Means to communicate internally in event of power failure of evacuation of building.	MS	ES HS		
Means to communicate externally in event of power failure of evacuation of building.	MS	ES HS		
Place(s) to assemble during an evacuation	ES M/H			
Proper and safe storage of dangerous substances.	ES M/H			
Fire blankets and/or eye wash stations in required areas.	M/H			ES
Automatic external defibrillators available and staff personnel trained to use them.	ES M/H			
Panic buttons for dangerous equipment.	M/H			ES
Provisions for preventing the spread of infectious substances and diseases.	ES M/H			ES
Safety lines in required areas.	ES M/H			
Students and the staff wearing eye and ear protection in dangerous areas.	M/H			ES
Fire extinguishers available in all areas.	ES M/H			
Fire alarm pull stations in all areas.	ES M/H			
Evacuation notice and directions posted in all rooms and spaces.	M/H	ES M/H		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

The ES/HS should have walkie-talkies in every classroom as a means to communicate internally/externally in the event of a power failure. They should also have spare batteries. The MS has the walkie-talkies, but needs to have the spare batteries.

Post evacuation signs in large group areas ex. cafeteria (ES), auditorium (M/H), gym (M/H).

A.7. HEALTH AND SAFETY STAFF:

Type of Health and Safety Personnel	Number	Quality and Adequacy			
		S	NI	U	N/A
Certified Nurse	1		ES M/H		
Nurse's Assistant	0				ES M/H
School Security Officer	0				ES M/H
Local Police Security Officer	0				ES M/H
Athletic Trainer	1	M/H			ES

B.   Self-Assessment of Adherence to the Indicators of Quality

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

The Standard: The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure that the school:						
7.1	Regularly reviews and updates its written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors.			ES M/H		
7.2	Regularly reviews and updates its plans for responding to emergencies and crises.		M/H	ES		

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					
7.3 Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.			ES M/H		
7.4 Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly.		M/H		ES	
7.5 Provides appropriate and adequate health care for its students during the school day and makes provisions for appropriate health care at school functions that take place away from the school's premises.	ES M/H				
7.6 Provides appropriate training for all staff members on implementing the school's emergency and crisis plans, handling accidents and illnesses, and universal precautions for preventing the spread of infectious diseases.			ES M/H		
7.7 Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.				ES M/H	
7.8 Has and implements a system to account for the whereabouts of its students at all times.		M/H		ES	
7.9 Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws.		M/H	ES		
7.10 Provides to its staff up–to-date on relevant health, wellness, and safety information and practices pertaining to the school's students and staff.		M/H	ES		
7.11 Maintains positive working relationships with local health and safety authorities and health service providers.				ES M/H	
7.12 Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.				ES M/H	

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					
7.13 Has an effective system to control access to the school by visitors and other non-school personnel.				ES M/H	
7.14 Has and implements expectations for members of the staff to model positive health and safety practices.				ES M/H	
7.15 Makes safe drinking water available for the students, the staff, and visitors to the school.				ES M/H	
7.16 Implements practices and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students.				ES M/H	

Indicators of Quality for schools with early childhood programs

X	These Indicators do not apply to our school.

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					
7.17 Provides care for infants that is consistent with current professional practice, especially with respect to sleeping, bottle-feeding, diapering, sanitation, nurturing, and daily interactions.					**ES M/H**
7.18 Regularly sanitizes surfaces where children eat and sleep and items they can put into their mouths.					**ES M/H**
7.19 Consults regularly with health professionals regarding the health risks of working with young children					**ES M/H**

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	Can be found in the Survey Monkey Results
Governing Body	Can be found in the Survey Monkey Results

Source of Comments	Comments
Teachers/Staff	(7.14) - It should be up to the teacher to do model good health and safety practices. We are encouraged to do so, but it's not on the top of this list of things to do. (7.10) - The staff is not always informed of student's health issues until an emergency arises. (7.6) - We have not had first aide training for several years. We have had serious medical issues in the building this year. In addition to requiring a significant amount of staff hours to handle these medical issues, classes have been disrupted on an almost daily basis interfering with other student's right to learn.
Support Staff	Can be found in the Survey Monkey Results
Students	Can be found in the Survey Monkey Results
Parents	(7.13) - The security and entry system should be reviewed. (7.13) - Like many other schools, the building is often open. I have found numerous opportunities where the school was open and vulnerable to someone who wanted to do harm—especially after hours. I do believe this is a problem in any building that has so much activity. I don't know how you stop that. (7.13) - I think the security and entry system should be reviewed. (7.12) - Gym class should be a part of every grade level and required in every quarter/semester throughout the school year. Adjusting the food/menu is not the only way to be healthy. Being active is a lifelong necessity for overall health and should be instilled at all age levels. (#5) In regards to safe entrance and exits for the school, although it is probably a duty of the city, not the school, I have always believed that there should be a traffic light at the entrance of ECCHS. There is a lot of traffic and teenage drivers. (#5) One thing that always amazed me was the chaotic design of pick-up/drop-off, busing, and parking although I have never heard of anyone being injured. (#3) With the implementation of a scent free policy the answer to this question is unclear. An assortment of scents are always detectable within

Source of Comments	Comments
	the building. Perhaps an air filtration or purification system should be considered.
Community Stakeholders	Can be found in the Survey Monkey Results

Explanation of Any Ratings of 1:

Indicator No.	Explanation
7.5(Faculty)	1. We only have a registered nurse 1x/wk in the buildings. The increase in students with severe needs and medical issues results in our staff taking the place of the nurse. This takes much time away from their duties and puts them at risk for personal injury. 2. The staff is not always informed of student health issues until an emergency occurs.
5.9 (Parent) #3 (Parent)	(5.9) - Dropping off in the morning at the elementary building is not very efficient. Some parents are stopping at the door, getting their child, out, gathering their belongings, sometimes even putting coats and hats on! Seems like most parents don't let their child out until they are the first car at the door. Would go faster if three cars let out, drive away, next three pull up, let out, drive away, etc… Also you have people dodging in and out of cars walking in preschool kids! (#3) Air conditioners needed in the classrooms, especially upstairs during the hotter months. (#3) The temperature in the high school building can lead to difficulty learning. (#3) Our schools contain asbestos. (#3) The chemistry and biology lab odors linger.

C.   Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for Planning

List the school's significant strengths in meeting the Health and Safety Standard.

We follow the PA Department of Health in regards to Immunizations.

We are in compliance with inspection schedules.

We maintain a positive working relationship with local health and safety authorities & health service providers.

Our Wellness program promotes personal wellness and a healthy lifestyle.

We have a system in place to control access to the school by visitors.

We utilize local agencies to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of students.

List the school's significant areas in need of improvement in meeting the Health and Safety Standard.

We are in need of a registered school nurse 5x/week.

We should be practicing drills more often.

Internal/external communication in the event of a power failure needs improvement.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Health and Safety that should be included in the action plan in the Plan for Growth and Improvement.

The information in the Crisis manuals needs to be reviewed more often as a faculty/staff. There needs to be more practicing of these drills.

A registered RN needs to be available 5x/week in both buildings.

E. Evidence to Support the Assessment of This Standard

Evidence	School
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency Procedures section of Faculty Handbook	X

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

A.   Issues Related To This Standard

A.1.   SUMMARY OF THE EDUCATIONAL PROGRAM:

Please refer to the chart on the next page

TOTAL NUMBER OF INSTRUCTIONAL HOURS PER SEMESTER/YEAR																			
Curriculum Area	Infant/ Toddler	2 Yrs.	3 Yrs.	4 Yrs.	5 Yrs.	K	1	2	3	4	5	6	7	8	9	10	11	12	12+
English/Language Arts			65	95		360	540	540	500	250	240	240	240	240	120	120	120	120	
Math			65	95		180	110	120	150	180	200	150	150	150	120	120	120	120	
Science			8	10		72	30	30	35	120	120	120	120	120	120	120	120	120(E)	
Social Studies			8	10		54	30	30	35	120	120	120	120	120	120	120	120	120	
The Arts			12	20		90	60	60	60	60	60	80	80	80	120(E)	120(E)	120(E)	120(E)	
Other Languages			0	0									30	120(E)	120(E)	120(E)	120(E)	120(E)	
Health/P.E.			12	16		144	100	100	100	100	100	70	70	70	120	120			
Technology			4	14		45	100	100	100	100	100	40	40	40	60	60	120(E)	120(E)	
Other: Religion			6	10		135	110	110	110	160	150	120	120	120	120	120	120	120	
Note: (E) is Elective																			

x	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

Describe the school's policy/procedure for developing, reviewing, and revising the curriculum areas in the school's educational program.

At the elementary and middle school levels, Curriculum is developed by Diocesan Committee based on PA Common Core Standards.

Curriculum is developed by departments in consultation with Diocesan curriculum and PA Common Core Standards at the High School level.

At the high school level, curriculum is reviewed at the departmental level.

Describe the school's policy/procedure for ensuring that the curriculum areas in the school's educational program are aligned vertically and horizontally.

Curriculum alignment is established by the Diocese based on Common Core and is periodically reviewed within the system through joint faculty meetings.

Describe the school's policy/procedure for developing, reviewing, and revising curriculum guides for the curriculum areas in the school's educational program.

Curriculum guides are written by the curriculum director at the Diocesan Office and are posted on the Diocesan website for the middle and elementary levels.

At the high school level, curriculum is written by departments.

Describe how and in which curriculum areas students receive instruction for developing critical thinking, reasoning, problem-solving, and study skills.

Through teacher instruction, guidance, and directions, students develop these skills primarily in language arts and math, but also in other subject areas. Qualified students receive instruction in these skills through Act 89 classes at the elementary level. These skills are taught in science, math, and English classes at the middle school level and attempted in all areas at the high school level.

Describe how and in which curriculum areas students receive instruction in the effective uses of technology for learning and opportunities to apply that knowledge.

Technology integrator staff assist faculty in the incorporation of technology throughout the curriculum at all grade levels. Elementary students also attend technology classes weekly or monthly (PK) These skills are taught in technology, social studies, and English classes at the middle school level and attempted in all areas at the high school level through the use of iPads and in computer applications courses.

Describe how and in which curriculum areas students are provided with opportunities to develop social skills such as self-control, working constructively in a group, accepting individual and group responsibility, etc.

While these opportunities are encouraged across the elementary curriculum, they are most prevalent in religion and social studies classes when students are working in groups or on projects. These skills are taught in science, math, social studies, and English classes at the middle school level and attempted in all areas at the high school level.

Describe the school's policy/procedure for selecting, evaluating, and reviewing instructional materials for the curriculum areas in the school's educational program.

Teachers, with the principal's guidance, evaluate and select instructional materials. Standardized testing is used as a guideline.

Describe the school's policy/procedure for identifying and addressing different student learning styles for the curriculum areas in the school's educational program.

Teachers identify and address student learning styles within their own classrooms individually. There is no school policy or procedure in place.

Describe the school's policy/procedure for identifying students with special needs (gifted, ESL, special education, etc.) and how the curriculum areas are modified for these students.

The following are used to identify students with special needs: teacher referral to BLeST (Building Level Support Team), the Student Assistance Program, standardized tests, and psychological evaluations by outside agencies. Parent permission is received to accommodate the curriculum for their child. Accommodations are recorded on the appropriate Diocesan

forms and maintained in the student's permanent records. The Instructional Support Teacher oversees the process for continuity from year to year. Accommodations are made based on the needs of individual students. Act 89 courses provide enrichment and remediation based on teacher recommendation, test scores and grades at the elementary and middle school levels.

B.   Self-Assessment of Adherence to the Indicators of Quality

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

The Standard: The school's educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, instructional methods, and assessments of student learning that reflect current research and best practices in learning and teaching. The educational program is aligned with the school's mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school's community of stakeholders.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure that the school:						
8.1	Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school's mission and goals for student learning.			X		
8.2	Publishes for all students and their families an overview of the school's educational program and its programs of study.			X		
The governing body and leadership ensure that the school's educational program includes:						
8.3	Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods.			X		
8.4	Instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills),				X	

	Indicator of Quality	1	2	3	4	N/A
	mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education.					
8.5	Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of knowledge and skills learned.			X		
8.6	Experiences that promote students' critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues.			X		
8.7	Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers.			X		
8.8	Opportunities that promote global awareness and understanding of diverse cultures and lifestyles.			X		
The governing body and leadership ensure that the school's educational program:						
8.9	Is delivered using written curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and best practices.			X		
8.10	Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.			X		
8.11	Expresses expected student learning outcomes in terms that can be understood by the students.			X		
8.12	Is delivered in a variety of learning settings (e.g., individual, small group, large group).				X	
8.13	Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance.			X		
8.14	Is articulated both horizontally and vertically and coordinated among all levels of the school.			X		

Indicators of Quality for schools with early childhood programs

	These Indicators do not apply to our school.

	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:						
8.15	Provides families with appropriate opportunities to offer input regarding the school's curriculum.					X

Indicator of Quality	1	2	3	4	N/A
8.16	Considers as part of its educational program, everything that happens during the day, including while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.			X		

The governing body and leadership ensure that the school's early childhood educational program:

	Indicator	1	2	3	4	N/A
8.17	Supports language development.			X		
8.18	Provides a balance of opportunities for mastery and challenge.			X		
8.19	Includes activities that are designed to prompt exploration, support growing independence, and minimize disruptions/distractions.			X		
8.20	Includes age- and content-appropriate interest activities in all classrooms.			X		
8.21	Treats all spaces in the school in which students may be present as part of the learning environment.			X		
8.22	Supports development positive interactions between peers.			X		

The governing body and leadership ensure that the school's early childhood educational program provides:

	Indicator	1	2	3	4	N/A
8.23	An integrated approach to children's social, emotional, physical, cognitive, and language development.			X		
8.24	A good balance of child-initiated and teacher-initiated activities in the daily plan.			X		
8.25	Individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups.					X
8.26	A balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day.			X		
8.27	Daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.			X		
8.28	Development of early language and literacy skills through such activities as conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.			X		
8.29	Opportunities for increasing independence in use of materials and equipment and in self-care.			X		
8.30	Structured and unstructured opportunities for children's active involvement with people and materials.			X		

	Indicator of Quality	1	2	3	4	N/A
8.31	Spontaneous learning and activities that build on children's repertoires and curiosity.			X		
8.32	Learning areas designed for individual and group exploration and growth and that support challenge and consolidation in the relevant domains of development.			X		
8.33	Experiences that prepare students for a successful transition to elementary school settings.			X		
8.34	Materials for gross and fine motor activities.			X		
8.35	Developmentally appropriate learning resources for outdoor activities.			X		
8.36	Daily opportunities for dramatic play, art, and other creative expression for toddlers and older children,			X		
8.37	A variety of books that are accessible to all age groups every day.			X		

Indicators if Quality for schools with elementary school programs

	These Indicators do not apply to our school.

	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school's elementary-level educational program:						
8.38	Places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.			X		
8.39	Provides an integrated approach to children's social, emotional, physical, cognitive, and language development.			X		
8.40	Provides individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups.					X
8.41	Provides daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.			X		
8.42	Provides experiences that prepare students for successful transition to middle and secondary school settings.			X		

Indicators of Quality for schools with middle school programs

	These Indicators do not apply to our school.

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school's middle-level educational program:					
8.43 Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests.			X		
8.44 Provides experiences that prepare students for successful transition to the secondary school setting.			X		

Indicators of Quality for schools with secondary school programs

	These Indicators do not apply to our school.

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school's secondary-level educational program provides:					
8.45 Students with the knowledge, skills, and habits of mind required for college and career readiness.			X		
8.46 Experiences that prepare students for successful transition to postsecondary education and/or the world of work.			X		
8.47 Students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems.			X		

Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Indicators of Quality for faith-based schools [8]

	These Indicators do not apply to our school.

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[8] The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school's religious educational program:					
8.54 Reflects appropriately the religious nature of the school.			X		
8.55 Integrates religious teachings into all areas of the educational program.			X		
8.56 Includes teachings that are grounded in the beliefs, values, and traditions of the sponsoring faith-community.			X		
8.57 Defines clearly the objectives for faith development and community service programs for students that reflect the mission of the school.			X		
8.58 Makes religious education for students a priority in scheduling, budgeting, and planning.			X		
8.59 Is a central concern of all of the school's leaders, faculty members, and staff.			X		
8.60 Is age and developmentally appropriate.			X		
8.61 Includes health education that is consistent with the religious beliefs and values of the sponsoring faith-community.			X		
8.62 Includes opportunities for students to apply their learning beyond the classroom (e.g., community service projects, internships, job shadowing).			X		
8.63 Provides regular faith-based experiences that foster the religious formation of the students.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	Can be found in the Survey Monkey Results
Governing Body	Can be found in the Survey Monkey Results
Teachers	Can be found in the Survey Monkey Results
Support Staff	Can be found in the Survey Monkey Results
Students	Can be found in the Survey Monkey Results
Parents	Can be found in the Survey Monkey Results

Source of Comments	Comments
Community Stakeholders	Can be found in the Survey Monkey Results

Explanation of Any Ratings of 1:

Indicator No.	Evidence
	There are no ratings of "1."

C.   Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for Planning

List the school's significant strengths in meeting the Educational Program Standard.

Early childhood program offers a strong foundation for education.

The educational program makes significant efforts to identify the needs of individual students.

The educational program offers courses for a variety of academic ability levels.

List the school's significant areas in need of improvement in meeting the Educational Program Standard.

Religion class should not be sacrificed for special programs.

Curriculum guides can be updated more frequently.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Educational Program that should be included in the action plan in the Plan for Growth and Improvement.

Inter-school faculty meetings should continue to address curricular concerns.

E.   Evidence to Support the Assessment of this Standard

Evidence	School
Program of studies or other overview of the components of the educational program	X
Scope and sequence charts	
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program	
Individual Teacher Schedules	X
Survey Monkey Results	X

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

Not applicable in this section. See Academic Performance Data in the Profile of the School.

B. Self-Assessment to Adherence to the Indicators Of Quality

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

The Standard: The school has a program for assessing student learning and performance that is consistent with the school's mission. The program is based on current research and best practices and is aligned with the school's educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the school's community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

Indicators of Quality for all schools

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					
9.1 Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance.		X			
9.2 Reports the results of its assessment of students' learning and performance regularly, accurately, and clearly to the school's community of stakeholders.			X		
9.3 Has leadership and a staff that are committed to and participate and share in accountability for student learning and performance.				X	

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor for:					
9.4 Evaluating the effectiveness of the school's curricula, instructional methods, professional development program, and student services..		X			
9.5 Monitoring learning by individual students as well as cohorts of students as they move through the school.			X		
9.6 Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.		X			
The governing body and leadership ensure that the school:					
9.7 Maintains appropriate records of students' learning and performance.				X	
9.8 Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing confidentiality of student records.				X	
9.9 Communicates its assessment policies and program to the school's community of stakeholders.			X		
9.10 Communicates regularly and meaningfully with families regarding students' progress in learning.				X	
9.11 Collaborates with families to develop, if necessary, appropriate strategies to assist the student to learn and perform at the expected levels.				X	
The governing body and leadership ensure that the school uses assessments to measure student learning that:					
9.12 Are based on current and reliable research on child development and growth.		X			
9.13 Provide data that can inform decisions regarding allocating resources for the components of the school's educational program.		X			
9.14 Can be used for making recommendations to families whose children may benefit from further assessment/evaluation.				X	
9.15 Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles.				X	
9.16 Reflect understanding of different styles of learning.			X		

Indicator of Quality	1	2	3	4	N/A
9.17 Enable the staff to identify students that might have special needs for learning and performing at the expected levels as early as possible.				X	
9.18 Are augmented by information and insights about students' learning and performance from students' families.				X	

Indicator for Quality for schools with early childhood programs

	These Indicators do not apply to our school.

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that:					
9.19 Children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation.				X	
9.20 Assessments used to measure student learning and development are aligned with age-appropriate early childhood standards for learning.				X	

Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Indicators of Quality for faith-based schools [9]

	This Indicator does not apply to our school.

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					

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[9] The use of the Faith-Based Indicators for this and the other Standards for Accreditation by faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

	Indicator of Quality	1	2	3	4	N/A
9.25	Includes in its assessments of students' learning and performance knowledge and application of the schools' religious beliefs and values.					X

Results as Reported on SurveyMonkey. The average score for each indicator is summarized on Table 1.

Table 1. Tabulated Data From All Four Surveys (Staff, Parent, Student and Committee)

Indicator	Student Survey	Parent Survey	Staff Survey	Committee Survey	Averages	StDev
9.1			3.15	2.00	2.58	0.6
9.2		3.35	3.09	3.00	3.15	0.1
9.3	3.31	3.34	3.22	3.30	3.29	0.0
9.4			3.07	2.00	2.54	0.5
9.5			3.11	3.00	3.06	0.1
9.6			3.18	2.00	2.59	0.6
9.7			3.40	4.00	3.70	0.3
9.8			3.38	4.00	3.69	0.3
9.9	3.41		3.24	3.00	3.22	0.2
9.10		3.40	3.38	4.00	3.59	0.3
9.11			3.36	4.00	3.68	0.3
9.12			3.20	2.00	2.60	0.6
9.13			3.20	2.00	2.60	0.6
9.14			3.23	4.00	3.62	0.4
9.15	3.60		3.22	4.00	3.61	0.3
9.16			3.11	3.00	3.06	0.1
9.17			3.24	4.00	3.62	0.4
9.18			3.14	4.00	3.57	0.4
9.19			3.35	4.00	3.68	0.3
9.20			3.35	4.00	3.68	0.3
9.21			3.14		3.14	0.0
9.22			3.21		3.21	0.0
9.23			3.18		3.18	0.0
9.24			3.14		3.14	0.0
9.25			3.30	4.00	3.65	0.4

Graph 1. Graphical Representation of Tabulated Survey Data.
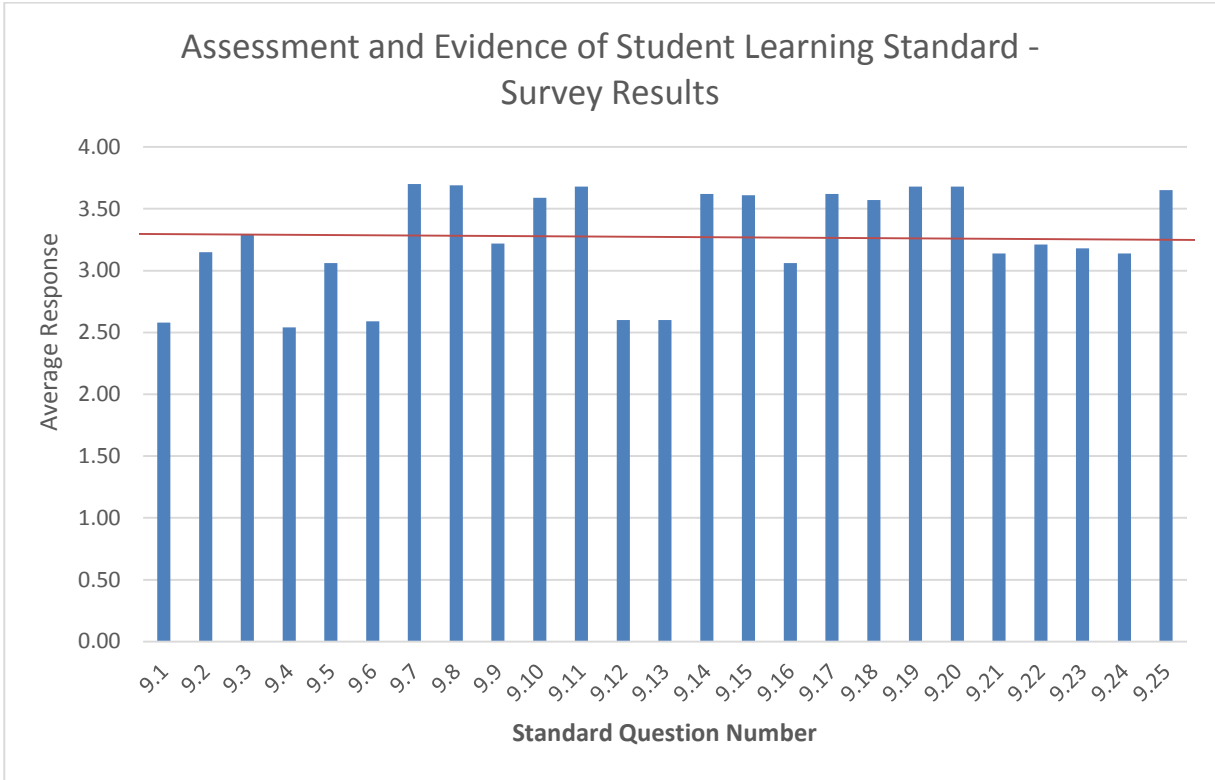
Stakeholders' comments to support the ratings:

Table 2. Summary of SurveyMonkey Comments.

Source of Comments	Comments
Staff **(2/68 = 3.0 %** **responded)**	1. No uniform methods of assessment exist. The level of accountability varies. 2. I have no idea if any of this standard is done. If the information is communicated, then the faculty are not informed.
Parents **(8/186= 4.3%** **responded)**	1. I think there could be much more achievement. 2. Again, some of [the teachers] are excellent and some have gotten a little sloppy through the years and give the kids attitude instead of helping them.

Source of Comments	Comments
	3. There is regular reporting of my student's progress on Edline. I hate Edline because it is time consuming to use and not user friendly. I have to have huge amounts of time to get through [Edline]. I think it is difficult to navigate.
	4. Some of the classes have proved to be challenging for our student, so we know that they are learning. My student has assimilated very well and does great academically. [I'm] very happy with the learning environment.
	5. I disagree [with the fact] that a student cannot receive 100%. I understand that no one is perfect but if they understand something perfectly they should get 100% especially if it helps bring up a lower grade.
	6. Some teachers prefer to keep middle and high school students at the same level so as not to have two lesson plans. Also some teachers skip chapters of information that are later required to advance in certain subjects (algebra I and II) and the students are then expected to self-teach the information needed.
	7. I am unaware of any reporting of student progress to the community.
	8. My older child is a honors student in accelerated classes and my younger child struggles and historically starts every year off poorly. He is forgetful and struggles in subjects where reading comprehension and memorization are important. He just needs to try harder than most. Every year I have to contact the teachers when I notice that his grades are near failing.
Committee Members (6/6 = 100% responded)	9.1 – Written policy or procedural guidelines have not been seen by any member of the committee. The committee is not sure if a <u>program</u> for assessing student learning exists.
	9.4 – There is no mechanism for evaluating the effectiveness of the school's curricula, instructional methods, professional development program, or student services.
	9.6 – Faculty do not know of any local, state, and or national comparisons that are made regarding the learning of the student body.
	9.12 – The Faculty do not know if the school uses assessments that are based on current and reliable research on child development and growth.

Source of Comments	Comments
	9.13 – The faculty do not feel that the school provides data that can inform decisions regarding the allocation of resources for the educational program.

C.   Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for Planning

List the school's significant strengths in meeting the Assessment and Evidence of Student Learning Standard.

Listed according to indicator. These are the indicators that are above the average score indicated in the graph as 3.29. The indicator score is included in brackets.

9.7 – Maintaining records (3.70).

9.8 – Maintaining confidentiality of records (3.69).

9.10 – Communication with family regarding learning progress (3.59).

9.11 – Collaborating with families on strategies to assist student performance (3.68).

9.14 – Making recommendations to families (3.62).

9.15 – Enabling students to monitor their own progress and having teachers that adapt to student learning styles (3.61).

9.17 – Enabling the staff to identify students with special needs (3.62).

9.18 – Governing body is augmented by information and insights about student learning (3.57).

9.19 – Children are observed daily using systematic and objectives processes (3.68).

9.20 – Assessments are aligned with early childhood standards (3.68).

9.25 – The school ensures assessments of student learning and development align with the school's religious beliefs (3.65).

List the school's significant areas in <u>need of improvement</u> in meeting the Assessment and Evidence of Student Learning Standard.

9.1 - Having written policies or guidelines for assessing student learning (2.58).

9.2 – Reporting results regularly and accurately to all stakeholders (3.15).

9.4 – Evaluating the effectiveness of the curricula, instructional methods, professional development program and student services (2.54).

9.5 – Monitoring learning of students as cohorts (3.06).

9.6 – Making comparisons of learning of students to national, regional or state standards (2.59).

9.12 – Using assessments that are based on reliable child growth and development research (2.60).

9.13 – Providing data that can inform decisions regarding allocation of resources for the school's educational program (2.60).

9.16 - Exhibiting an understanding of learning styles (3.06).

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Assessment and Evidence of Student Learning that should be included in the action plan in the Plan for Growth and Improvement.

1. The governing body and leadership need to develop, implement and distribute written policies and procedural guidelines for assessing student learning and performance (Indicator 9.1).

2. The governing body and leadership need to ensure that the staff effectively analyzes the results of assessment data related to student learning with appropriate frequency and rigor (Indicators 9.4 and 9.6).

3. The governing body and leadership needs to ensure that the school uses assessment data that are 1) based on current and reliable educational research, and 2) that this

data is used to inform decisions about allocating resources to the school's educational program (Indicators 9.12 and 9.13).

4. The governing body and leadership needs to ensure a better collection of assessment data. The data needs to be centralized in its storage location and in an electronic form for ease of analysis by any major stakeholder.

E.   Evidence to Support the Assessment of This Standard

Evidence	School
Example of student transcript	HS, MS, ES
Example student report card	HS, MS, ES
Reports of the results of assessments administered to students	HS, MS, ES
Class of 2014 K-12 Assessment Data (Dibels, Stanford, PSAT, SAT)	HS, MS, ES
SurveyMonkey Results	Staff, Parent, Student
Comments Associated with Survey Monkey Results	Staff, Parent, Student

STUDENT SERVICES STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

A.1. STUDENT SERVICES STAFF:

Type of Student Services Personnel	Provided by		Adequacy of Type and Number		
			S	NI	U
Guidance and Counseling Services	X	School Staff		X	
	X	Outsourced		X	
Child Study Team Services	X	School Staff		X	
	X	Outsourced			
Special Education Services		School Staff			
		Outsourced			
Instructional Aides	X	School Staff	X		
	X	Outsourced	X		
Food Services	X	School Staff	X		
		Outsourced			
Transportation Services		School Staff	X		
	X	Outsourced			
Admissions	X	School Staff	X		
		Outsourced			
Other (*Describe*): Summer Camps	X	School Staff	X		
		Outsourced			
Other (*Describe*): Accelerated Math		School Staff	X		
	X	Outsourced			
Other (*Describe*): Junior Achievement		School Staff	X		
	X	Outsourced			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

Guidance and counseling services are often used for IST. This impacts the amount of time available for true counseling services.

A.2. Student Services

Describe the guidance and counseling services for students provided by the school (include guidance counseling- personal, academic, college, and career-, substance abuse counselors, social workers, etc.).

Guidance counselors are available at the high school providing academic, college, and career counseling, college fair visits, and PSAT testing. Counselors provide LIFE, and SOS programs.

Describe the Child Study Team services provided for students identified as having special needs (includes self-contained programs, resource centers, in-class support, therapies including psychological, speech, physical, and occupational).

Programs available to students include SAP, BLEST, Speech and Language, and Vision Support. These are provided on an as-needed basis. Act 89 remedial and enrichment programs are provided through IU9, while Title 1 tutoring is provided through SMASD.

Describe the special education services provided.

There are no special services provided.

Describe the use of instructional aides in the school.

Instructional aides are provided for preschool and kindergarten classes. Accelerated math aides in the form of volunteer retired teachers assist at the elementary school.

Describe the food services for students provided by the school. If food services are not provided by the school, describe the provisions for students to eat during the school day.

ECCSS follows all regulations and guidelines of the National School Lunch Program.

Describe the transportation services for students provided by the school. If transportation is not provided by the school, describe how students travel to and from school.

Transportation is provided through SMASD for students who live more than one mile from school.

Describe any career awareness activities provided by the school.

Career development is initiated in eighth grade.

Describe any school programs for the orientation of new students or the transitioning of students between schools/levels.

Freshmen attend a day of orientation prior to the start of the school year. Fifth graders are brought to the middle school to spend a day following a sixth grade schedule. Pre and K attend an orientation in August before school begins. Transfer students may also visit the school for a day.

Describe the school's admission practices.

The goal of the admissions team is for the parent and student to learn about the programs and services offered at SMCES, and for the school to learn about the academic, emotional and social needs of a prospective student. In addition, another goal is to determine if St. Marys Catholic Elementary School is able to meet the needs of the student.

Steps in the admission process:

1.   Meet with the admissions director and principal and do a school tour.

2.   The following forms are submitted:

      a. Application

      b. Records Release

      c.   Memorandum of Understanding

3.   The Principal reviews the records from current school and if needed; contacts current school for additional information.

4. If the principal feels that the educational, emotional and social needs of the student can be met, the student may enroll. Please note that special conditions may be attached in some circumstances. If that is the case, parents will be given those conditions in writing prior to enrollment.

The admissions director fields inquiries about admissions and schedules a meeting with the respective principal. The family is provided a packet of information about our schools including academic and extracurricular offerings, sample schedules & calendars, cafeteria information, uniform information/dress code, etc. The packet also includes tuition & financial aid info as well as all of the necessary applications and forms. As shown above, the appropriate school staff reviews records and determines if we can accommodate the student and puts the student in the appropriate classes. The admissions director facilitates the transfer by working alongside the principal and the finance office and helping to answer any questions or concerns the family may have along the way. A follow up contact is made with the family once the student has started at ECCSS to determine that everything is going smoothly. All feedback is welcome and any issues are addressed.

B.   Self-Assessment of Adherence to the Indicators Of Quality

STUDENT SERVICES STANDARD FOR ACCREDITATION

The Standard: The school provides student services that are effective, appropriate, and that support student learning and achieving the school's mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school's educational program. Services are delivered by qualified personnel, sufficiently financed, evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure the school provides student services that:						
10.1	Address developing students' academic and social skills, personal attributes, and career awareness and planning skills.			X		
10.2	Are the shared responsibility of the school's counselors, leadership, teachers, and other staff members.			X		
10.3	Address students' emotional and social needs as well as academic needs.			X		

10.4	Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services.			X		
10.5	Extend into and support services provided by community agencies.			X		
10.6	Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.			X		
10.7	Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school's educational program and student services.		X			
10.8	Include an orientation program for new students and their families to share the school's mission, educational program, services, policies, and expectations.		X			
10.9	Make available to students' families information about child				X	

Indicator of Quality	1	2	3	4	N/A
development and learning.					
Transportation Services—*The governing body and leadership ensure that the school:*					
10.10 Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and school events by means provided by the school.			X		
10.11 Requires that all transportation personnel of the school or those contracted by the school are appropriately trained.			X		
10.12 Is in compliance with the safety requirements of all appropriate civil authorities of the jurisdictions in which the school is located for transportation services provided or contracted by the school meet.			X		
10.13 Has and implements procedures for the safe arrival and departure of students from the school.			X		
Food Services—*The governing body and leadership ensure that:*					
10.14 Student dining areas are functional and hygienic.			X		
10.15 Meals provided by the school meet generally accepted nutritional standards.				X	
10.16 Information about nutritional values of the foods is available to students and their families.			X		

10.17	Appropriate training is provided to food services providers.			X		
10.18	Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the school is located.			X		
10.19	Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the school is located.			X		

Services for Students with Special Needs—*The governing body and leadership ensure that the school:*

10.20	Has and implements written policies or procedural guidelines to identify and address the education of students with special needs.			X		
10.21	Provides or refers families to appropriate related services and/or accommodations to meet students' special needs.			X		
10.22	If applicable, is in compliance with all requirements of the jurisdictions in which the school is located related to students with special needs.			X		

Admissions and Placement—*The governing body and leadership ensure that the school has and implements written policies or procedural guidelines governing:*

10.23	Admission to the school.			X		
10.24	Placement of students in the appropriate components of the educational program and at the appropriate levels.			X		

Indicator of Quality	1	2	3	4	N/A

The governing body and leadership ensure that the school:

10.25	Informs applicants for enrollment and their families of the mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.				X	
10.26	Employs only marketing materials, statements, and representations related to the school's educational programs, services, activities, and resources that are clear, accurate, and current.				X	

Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Indicators of Quality for faith-based schools [10]

	These Indicators do not apply to our school.

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					
10.31 Provides student services that reflect the school's religious identity and mission.			X		
10.32 Provide student services that are aligned with the school's mission, enrich the academic program, and support the development of student and family life.			X		
10.33 Provides student services that are delivered cooperatively by counseling and campus ministry personnel.			X		
10.34 Provides services that support development of the faith-based community of the school.			X		
10.35 Has and implements written admissions and placement policies or procedural guidelines that are consistent with the school's religious values and traditions.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	Can be found in the Survey Monkey Results
Governing Body	Can be found in the Survey Monkey Results

address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

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[10] The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that

Teachers	1. We help students with special needs, but we do not have a certified learning support teacher on staff. 2. Students are misplaced some of the time.
Support Staff	Can be found in the Survey Monkey Results
Students	Can be found in the Survey Monkey Results
Parents	1. Students come home from school hungry. 2. There is a great deal of wasted food. 3. Must we follow the National School Lunch Guidelines? Do the benefits outweigh the cons. 4. The high school would benefit from a dedicated individual who is trained/certified in IST of special education. 5. We leave placement mostly up to parents and don't push for academic achievement. 6. The school is not set up to meet the needs of students with disabilities.
Community Stakeholders	Can be found in the Survey Monkey Results

Explanation of Any Ratings of 1:

Indicator No.	Evidence
	There are no ratings of "1."

C.   Self-Assessment of Adherence to the Standard For Accreditation

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for Planning

List the school's significant strengths in meeting the Student Services Standard.

Parent/teacher communication is enhanced through the use of Edline and email.

The school has an admissions director and a comprehensive admissions program.

List the school's significant areas in need of improvement in meeting the Student Services Standard.

A designated, trained IST/learning support teacher is needed to strengthen the program and better meet the needs of students.

Career Development needs to be carried through to the high school level.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Student Services that should be included in the action plan in the Plan for Growth and Improvement.

Extend Career Development to the high school.

Appoint a trained Learning Support Resource person with the sole responsibility of instructional support.

Look into the pros & cons of the Federal School Lunch Program and see if it is in the best needs of our students.

Institute a mandatory 6th grade orientation program with parents, administration, students and teachers to discuss expectations.

Schedule a formal orientation between the parent, student, and teacher to discuss appropriate placement to maximize student learning. This should only happen if the parent/student feel the need to override the teacher's recommendation.

E. Evidence to Support the Assessment of This Standard

Evidence	School
Admissions criteria (if applicable)	X
Description of guidance and counseling services available	X
Results of follow-up studies of graduates	X
Policies related to student services	X

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

A.   Issues Related To This Standard

A.1.   NON-ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Number of Students Participating	Adequacy and Quality of the Activity		
		S	NI	U
Elementary Activities:				
Choir	24	X		
Religious Clubs	8	X		
Lectors	7	X		
Altar Servers	15	X		
Starfish	10	X		
Yearbook	4	X		
Wellness Committee	4	X		
Junior Achievement	195	X		
Walking Club	195	X		
Elementary Band	31	X		
Middle School Activities:				
Choir	25	X		
Lectors	33	X		
Altar Servers	45	X		
Ski Club	80	X		
Snowtube Trip	39	X		
Ski Trip	97	X		
Wallops Island	33	X		
Middle School Musical	30	X		
Student Council	13	X		
Technology Aides	2	X		
Library Aides	2	X		
Jr. Envirothon	8	X		
Concert Band*	5	X		
Jazz Band*	3	X		
Marching Band*	8	X		

Type of Student Activity	Number of Students Participating	Adequacy and Quality of the Activity		
Indoor Drumline*	**4**	X		
Indoor Guard*	**4**	X		
ECC TV/Communications Club*	**3**	X		
* Completed in conjunction with HS Students				
High School Activities:				
Book Club	**29**	X		
Boys Indoor Track	**10**	X		
Campus Ministry – Lectors	**15**	X		
Campus Ministry - Eucharistic Minister	**33**	X		
Campus Ministry - Retreat Assistant	**22**	X		
Campus Ministry - Student for Life	**30**	X		
Campus Ministry - Altar Server	**12**	X		
Concert Band	**36**	X		
Drama Club	**62**	X		
ECC Corner	**10**	X		
ECC TV/Communications	**11**	X		
Envirothon	**48**	X		
Future Business Leaders of America	**42**	X		
Girls Indoor Track	**5**	X		
Indoor Drumline	**16**	X		
Indoor Guard	**12**	X		
Intramural Basketball	**47**	X		
Jazz Band	**26**	X		
Liturgical Choir	**15**	X		
Marching Band	**41**	X		
Outdoor Club	**61**	X		
Ping Pong	**45**	X		
Racquetball Club	**14**	X		
Relay for Life	**43**	X		
Recycling	**59**	X		
SADD	**44**	X		
Ski and Snowboard Club	**31**	X		
Student Council	**17**	X		
Trap/Skeet Team	**32**	X		
Varsity C Club	**38**	X		
Wellness Committee	**9**	X		
Wetlands and Watershed	**19**	X		

Type of Student Activity	Number of Students Participating	Adequacy and Quality of the Activity		
Yearbook	**22**	X		
Summer Camps:				
Drama Jr.(4-9)	**21**	X		
Art-Religion (K-4)	**20**	X		
Art – Prismacolor (4-8)	**15**	X		
Art – Acrylic (9-12)	**4**	X		
Science – Fundamental (4-6)	**14**	X		
Science – Physical (4-6)	**10**	X		
Character (K-3)	**24**	X		
Super Hero	**19**	X		
Vacation Bible (K-5)	**13**	X		

A.2.   ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Available for		Number of Students Participating	Adequacy and Quality of the Activity		
	Boys	**Girls**		**S**	**NI**	**U**
Spring:						
Varsity Baseball	**64**		**21**	X		
JV Baseball	**63**		**13**	X		
Boys Tennis	**113**		**10**	X		
Varsity/JV Softball	**120**		**18**	X		
Boys Track and Field	**113**		**24**	X		
Girls Track and Field		**120**	**26**	X		
Boys JH Track and Field	**55**		**22**	X		
Girls JH Track and Field	**50**		**21**	X		
Girls JH Volleyball		**46**	**29**	X		
Fall:						
Varsity/JV Football	**113**		**30**	X		
7/8th Grade Football	**50**		**25**	X		
Fall Cheerleading - Varsity		**120**	**10**	X		
Fall Cheerleading- Junior High		**46**	**9**	X		

Girls JH Basketball -8th Grade		23	6	X		
Girls JH Basketball - 7th Grade		27	10	X		
Varsity Volleyball		68	13	X		
JV Volleyball		47	15	X		
Golf	113		12	X		
Girls Tennis		120	18	X		
Boys Soccer	113		22	X		
Girls Soccer		120	19	X		
Junior High Soccer	50	46	17	X		
Boys Cross Country	113		13	X		
Girls Cross Country		120	7	X		
Winter:						
Girls Varsity Basketball		68	9	X		
Girls JV Basketball		47	8	X		
Boys Varsity Basketball	54		13	X		
Boys JV Basketball	33		13	X		
Boys JH Basketball	30		14	X		
Winter Cheerleading		120	14	X		
Gymnastics (Co-op)		120	7	X		
Wrestling (Co-op)	113		1	X		
JH Wrestling (Co-op)	50		4	X		
Swimming/Diving (Co-op)	113	120	13	X		
*Basketball for boys grade 3-8 is offered through the St. Marys Cavalier program which is affiliated with our school.						

For Schools with Residential Programs

A.3. DAY/BOARDINIG STUDENTS.

Type of Student	Percentage of Student Population
Boarding	0%
Day	0%

B. Self-Assessment of Adherence to the Indicators of Quality

STUDENT LIFE AND STUDENT ACTIVITIES
STANDARD FOR ACCREDITATION

The Standard: The school provides non-discriminatory student activities that are age- and developmentally appropriate and that supplement and enhance the school's educational program. A balance of academic, social, co- or extra-curricular and service activities is maintained. Student activities are designed to foster intellectual, cultural, and social growth and physical health and wellness. Activities provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's mission.

Indicators of Quality for all schools

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that:					
11.1 Students are offered opportunities through student activities to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.			X		
11.2 Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school's student activities.		X			
11.3 Staff members, parents, and other volunteers who lead student activities are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students.				X	
11.4 The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.			X		
11.5 Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding.			X		

Indicators of Quality for schools with a residential program

X	These Indicators do not apply to our school.

Indicator of Quality for schools that deliver all or part of their educational program by a distance modality

X	This Indicator does not apply to our school.

Indicator of Quality for faith-based schools

	This Indicator does not apply to our school.

Indicator of Quality	**1**	**2**	**3**	**4**	**N/A**
The governing body and leadership ensure that:					
11.11 All student activities and athletics include opportunities for the faith formation of the students.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	Can be found in the Survey Monkey Results
Governing Body	Can be found in the Survey Monkey Results
Teachers	Can be found in the Survey Monkey Results
Support Staff	Can be found in the Survey Monkey Results
Students	Can be found in the Survey Monkey Results
Parents	1. Recognition depends on the sport/activity and the coach. 2. Many students involved in sports/activity are not treated the same. 3. School only partially meets sports because we have to travel to other schools for some of our sports choices. 4. Some coaches do an excellent job weaving faith in athletics. 5. There are no extracurricular sports at the elementary level. 6. Athletic Director goes above and beyond both aspects of faith and respect.
Community Stakeholders	Can be found in the Survey Monkey Results

Explanation of Any Ratings of 1:

Indicator No.	Evidence
	There are no ratings of "1."

C. Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for Planning

List the school's significant strengths in meeting the Student Life and Student Activities Standard.

Our school provides a variety of activities and athletics for the youth in our school with the involvement of over three quarters of the student population.

List the school's significant areas in need of improvement in meeting the Student Life and Student Activities Standard.

More activities could be offered in the Elementary School.

Activities could benefit from more parental input and involvement .

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Student Life and Student Activities that should be included in the action plan in the Plan for Growth and Improvement.

The governing body and leadership need to implement more activities in the elementary school.

The governing body and leadership need to encourage more parental input/participation in the middle/high school activities.

E. Evidence to Support the Assessment of This Standard

Evidence	School
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	X
Budget for all athletic activities	X
Budget for all non-athletic activities	X
Policies on academic eligibility	X
Policies related to student life and student activities	X

INFORMATION RESOURCES
STANDARD FOR ACCREDITATION

A.   Issues Related To This Standard

A.1.   INFORMATION RESOURCES:

Type of Information Resource (list specific resources and add/delete rows as needed)	Quality and Adequacy of Resource		
	S	NI	U
Print Resources:			
Library Books (system-wide)	X		
Magazines (system-wide)	X		
Scholastic Magazines (system-wide)	X		
Classroom sets of age-appropriate novels (ES/MS)	X		
MLA Guides (MS/HS)	X		
Online Subscriptions & Software:			
IXL Math (MS)	X		
IXL Language Arts (MS)	X		
Type to Learn (ES/MS)	X		
CNN Newzbrain (MS)	X		
iPad Apps (system-wide)	X		
Textbook Software (system-wide)	X		
Straight Ace (MS)	X		
Jeopardy Game (MS)	X		
7th and 8th English Streaming Lessons (MS)	X		
Alexandria Library Software (system-wide)	X		
Admin Plus (system-wide)	X		
Edline/Gradequick (system-wide)	X		
Gaggle: faculty and staff email accounts (system-wide)	X		
Gaggle: student email accounts (MS/HS)	X		
Google Apps (MS)	X		
Newest version of Microsoft Office (MS/HS)	X		
Renaissance Learning: Accelerated Reading (ES/MS)	X		
Renaissance Learning: Accelerated Math, Star Reading, and Star Math (ES)	X		
Brain Pop (ES)	X		
Brain Pop Jr. (ES)	X		

Type of Information Resource (list specific resources and add/delete rows as needed)	Quality and Adequacy of Resource		
	S	NI	U
Head Sprout (ES)	X		
Auto Cad Software (HS)	X		
Computer Resources (desktops, laptops, computer labs, tablets, etc.):			
Computer Lab for all buildings (system-wide)	X		
Auxiliary computer labs (system-wide)	X		
iPad labs (ES/MS)	X		
Chromebook lab (MS)	X		
Individual Student iPads (HS)	X		
Office desktops (system-wide)	X		
Faculty laptops and iPads (system-wide)	X		
Multiple Printers throughout buildings (system-wide)	X		
3-D printer (HS)	X		
Copy Machines (system-wide)	X		
Klickers (MS)	X		
Other Instructional Technology Resources (LCD projectors, wireless classrooms, video cameras, smart boards, etc.):			
Smart Boards (system-wide)	X		
DVD Players (system-wide)	X		
Televisions (system-wide)	X		
Apple TVS (system-wide)	X		
Wired and wireless networking	X		
Projectors(system-wide)	X		
Video Cameras (system-wide)	X		
Video Conferencing Unit (system-wide)	X		
Overheads (system-wide)	X		
Document camera (HS)	X		
Cordless Microphone (system-wide)	X		
Sound Systems throughout buildings (system-wide)	X		
Shared Network Resources/Drives (system-wide)	X		
Speakers (system-wide)	X		
Other: TV Network **(MS/HS)**	X		
Other: Interbuilding Phone System **(system-wide)**	X		
Other: PA System **(MS/HS)**	X		

Type of Information Resource (list specific resources and add/delete rows as needed)	Quality and Adequacy of Resource		
	S	NI	U
Other: PA System **(ES)**		X	
Other: iPad cases **(system-wide)**	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

An improvement of the PA system is needed in the elementary building. Plans have been made to replace the system in the summer of 2016.

The Straight Ace software sometimes experiences a glitch creating an endless loop not recognizing the correct completion of an exercise. This glitch has been reported to the company.

The IXL Language Arts software is not a good fit for a flipped classroom. An explanation is not provided for the skill being practiced until the student makes an error. The students are penalized with too many extra questions even with one error. It is an outstanding tool for reinforcement or evaluation after the skill has been worked on in class.

The TV network could provide an opportunity for the development of an educational program in the area of communications, however, time is not available for personnel to fully develop.

A.2. FACILTIES FOR INFORMATION RESOURCES:

Type of Information Facility	Quality and Adequacy of Facility		
	S	NI	I
Information Resources Center (library, media center)	X		
Technology Resource Center	X		
Storage for Information Resources	X		
Storage for Technology	X		
Facility for Electronic Production		X	
Office for Information Resources Staff	X		
Office for Technology Staff	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

The facility for electronic productions needs its own space. The left top tier in the library could be paneled off and used for the morning announcements and other possible school-wide broadcast programs.

A.3. INFORMATION RESOURCES STAFF:

Type of Information Resources Personnel	Number	Adequacy of Type and Number		
		S	NI	U
Credentialed Information Resources personnel (library, media center)	1	X		
Information Resources support personnel (library, media center)	2	X		
Technology Support	4		X	
Other: Communication Support	1	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

A credentialed information resource person would be valuable in the MS/HS setting. This individual could be used to promote reading in both the high school and middle school levels. A resource person could direct students to books, oversee research activities, and provide supervision for the library space.

Due to staff limitations and multiple roles, the elementary library is not utilized to its full potential. The library is often closed or locked. Faculty may need to be repositioned to allow the library to be open to students throughout the day.

Overall the technology support team works diligently to rectify all issues, however, these people also have other duties and responsibilities to complete in the educational system, and thus are limited to the amount of time that can be spent helping other staff and faculty members with technological issues and integration. There is a need for one support person to be available at all times for the unexpected technological issues.

B. Self-Assessment of Adherence to the Indicators Of Quality

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

The Standard: The school's information resources are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school's mission and delivery of its educational program. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

Indicators of Quality for all schools

	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that:						
12.1	The school has and implements written policies or procedural guidelines for acquiring and using information resources.			X		
12.2	Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.			X		
The governing body and leadership ensure that information resources are:						
12.3	Age- and developmentally-appropriate.				X	
12.4	Properly organized and maintained for ready access and use by students and the staff.			X		
12.5	Reviewed periodically for relevancy, currency, and alignment with the school's curricula and instructional program.			X		
12.6	Appropriately supported with funding from the school's budget.		X			
12.7	Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to students and the staff.			X		
12.8	Supportive of the school's plan for growth and improvement of student performance.				X	

Indicators of Quality for schools with early childhood programs

	These Indicators do not apply to our school.

Indicator of Quality	1	2	3	4	N/A
Learning Resources—*The governing body and leadership ensure that learning resources:*					

Indicator of Quality	1	2	3	4	N/A
12.9	Are provided in an effective learning environment that supports the education goals for students and effective teaching for faculty.				X	
12.10	Include intentional, appropriate supports for language, literacy, and numeracy development.			X		
12.11	Promotes early development of a love of reading for enjoyment and as a foundation for future learning.			X		

Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	Can be found in the Survey Monkey Results
Governing Body	Can be found in the Survey Monkey Results
Teachers	1. We are encouraged to use technology, however, our current bandwidth and wireless access points do not support classroom activities.
Support Staff	Can be found in the Survey Monkey Results
Students	Can be found in the Survey Monkey Results
Parents	1. The iPad policy needs be clearly and uniformly enforced. 2. iPads for all students in the high school level is not necessary and is an expense that could be utilized in many other areas.
Community Stakeholders	Can be found in the Survey Monkey Results

Explanation of Any Ratings of 1:

Indicator No.	Evidence
	There are no ratings of "1."

C.   Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for Planning

List the school's significant strengths in meeting the Information Resources Standard.

The library and tech department are provided with an adequate operating budget.

The ECCSS system possesses both a great number and a large variety of technological devices.

The students are fortunate to learn how to use multiple operating systems.

All technological equipment is up-to-date and in excellent working condition. The labs are updated on a rotating basis.

The system has provided a significant budget for the libraries.

List the school's significant areas in need of improvement in meeting the Information Resources Standard.

It takes a significant amount of time to support the hardware, software, and tech integration throughout the school system. Sometimes the problems are not fixed as quickly as the staff thinks it should be completed.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Information Resources that should be included in the action plan in the Plan for Growth and Improvement.

The two buildings must keep adherence to the developed tech plan.

The operating budget needs to stay on target with the needs of technological updates.

Enforcement of the acceptable use policy must continue with students, faculty, and staff members. Digital citizenships is important at all levels.

E.   Evidence to Support the Assessment of This Standard

Evidence	School
The information resources and technology plan(s)	System-wide
Budget for information resources and technology	System-wide
Information skills curriculum	System-wide
Policies related to information resources and technology	MS/HS

SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

As part of its planning for growth and improvement, the school conducted an in-depth self-examination of the curriculum, instructional program, and assessment practices for those components of its educational program that are deemed essential to the areas of student performance that have been identified as the priorities for growth and improvement. Using the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment, this self-assessment required the school to look carefully at its written curriculum, how the curriculum is delivered to the students, and the practices used to assess the degree to which the students are achieving the learning goals of the curriculum.

The overall purpose of this self-assessment is to identify any aspects of the school's curriculum, instructional pedagogy, and assessment practices that need to be developed or improved to increase the likelihood that the school will be able to achieve the goals it set for growing and improving student performance. Areas identified for development and/or improvement should be included in the action plans for the measurable student performance and organizational capacity goals that are the heart of the Plan for Growth and Improvement.

SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT IN:

READING AND LANGUAGE ARTS

The self-assessment of the degree to which this component of the school's education program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by the following process:

X	A subcommittee comprised of the following individuals:

Committee Member's Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
Susan Bon	Teacher
Katie Dupree	Teacher
Amy Fehrenbach	Teacher
Dana Gebauer	Teacher
Mary Steele	Teacher
Kate Young	Teacher

**NOTE: Committee size and composition may vary depending upon the school's size, the topic to be addressed, etc. If needed, add lines to the above chart.

If the school used a committee to conduct the self-assessment, explain how all of the school's community of stakeholders was given opportunities to provide input into the self-assessment.

The views, comments and opinions of the major stakeholders were collected through surveys. The comments were reviewed by committees organized according to each standard. Committee work was compiled by the internal coordinators and then sent out for a system wide review by the system President.

	Survey of the school's stakeholders using the Middle States Survey:

Total Number of Surveys Returned	
The results represent surveys completed by:	
▪ **Students**	545

▪ **Parents**	186
▪ **Faculty, Staff and Administrators**	68
▪ **Board Members**	6

A. ISSUES RELATED TO THE INDICATORS OF QUALITY

The following requirements ask the school system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the school's educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

1. **CURRICULAR COMPONENT SUMMARY:** *On the chart below, summarize the course/program offerings for this component of the education program by completing each column as described.*

Grade Level: *Enter the grade level(s) at which each course/program in this curricular component is taught.*

Course Title: *List the course/program titles or topics taught (e.g. Language Arts, English IV, writing, journalism).*

Hours per   *Indicate the number of hours of instructional time devoted to each program/*
Semester/Year: *course per semester/year.*

Grade Level(s)	Course Title	Hours per Year
K	**Reading**	135
K	**Phonics**	135
K	**Writing**	60
1	**Reading**	90
1	**Spelling**	90
1	**Phonics**	90
1	**Grammar**	90
1	**Writing**	90
2	**Reading & Phonics**	135
2	**Spelling**	90
2	**Grammar & Writing**	90
3	**Reading**	135
3	**Spelling & Phonics**	90
3	**Grammar & Writing**	90

Grade Level(s)	Course Title	Hours per Year
4	Reading	185
4	Spelling	82.5
4	Grammar	255
4	Writing	95
5	Reading	135
5	Spelling	52.5
5	Grammar	90
5	Writing	60
6	Regular English	120
6	Small Group English	120
6	Reading	80
6	Vocabulary	40
6	Library	24
6	Writing Class	30
7	Regular English	120
7	Small Group English	120
7	Literature	80
7	Vocabulary	40
7	Grammar Study Skills	30
7	Library	24
8	Regular English	120
8	Accelerated English	120
8	Small Group English	120
8	Literature	80
8	Vocabulary	40
8	Grammar Study Skills	30
8	Library	24
9	English I	123
9	Accelerated English I	123
9	Study Skills I	61.5
9	Study Skills II	61.5
10	English II	123
10	Accelerated English II	123
11	English III	123
11	Accelerated English III	123
11	AP Language & Composition	123
12	English IV	123
12	Accelerated English IV	123

Grade Level(s)	Course Title	Hours per Year
12	AP Literature & Composition	123
9-12	Creative Writing	61.5
9-12	Creative Writing II	61.5
9-12	Elements of Style	61.5
9-12	Speech Communications	61.5
11-12	Independent Creative Writing	61.5

X	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

2. **Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

There are no gaps or omissions.

3. **Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

There are no unnecessary repetitions.

4. **ASSESSMENT RESULTS: Class of 2014**

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		
		S	NI	U
Stanford Composite	Reading Grade 4	66		
	Reading Grade 5	68		
	Reading Grade 6	67		
	Reading Grade 7	73		
	Reading Grade 8	71		
	Language Grade 4	58		
	Language Grade 5	59		
	Language Grade 6	67		

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		
		S	NI	U
	Language Grade 7	81		
	Language Grade 8	70		
ACT	English		18	
	Reading		22	
SAT	Critical Reading		480	
	Critical Writing		471	

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

Our SAT and ACT scores are only slightly above average. Our faculty feel that these scores can be improved by having students answer SAT or ACT style questions in reading, writing and other language arts throughout the school year. We also feel that a preparatory course should be mandatory for the student body.

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The Indicators of Quality for Curriculum, Instruction and Assessment identify the types of evidence that, when taken together, indicate whether the school meets the expectations for quality in its educational program.

Rating of Adherence to the Indicator	
1. **Does Not Meet**	The evidence indicates the school system **does not meet** the expectations of this Indicator
2. **Partially Meets/In Need of Improvement**	The evidence indicates that the school system **partially meets** the expectations of this Indicator and **is in need of improvement**
3. **Meets**	The evidence indicates the school system **meets** the expectations of this Indicator
4. **Exceeds**	The evidence indicates the school system **exceeds** the expectations of this Indicator

INDICATORS OF QUALITY FOR CURRICULUM

Indicators of Quality for All Schools

	Indicator of Quality	1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.				X	
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.				X	
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.				X	
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.				X	
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.				X	
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.				X	
CI.7	Course objectives in the curriculum are simply stated and understandable to students.				X	
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.				X	
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful, and logical progression of learning activities in the curriculum				X	
CI.10	The curriculum is designed to foster active involvement of students in the learning process.				X	
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content				X	
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.				X	
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.					X

	Indicator of Quality	1	2	3	4	N/A
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.				X	
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.				X	
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.				X	
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.				X	
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.				X	
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.				X	
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.				X	

Indicators for school systems that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Stakeholders' comments to support the ratings:
Explanation for Any Ratings of 1:

Indicator No.	Evidence
	There are no ratings of "1."

INDICATORS OF QUALITY FOR INSTRUCTION

Indicators for All Schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.				X	
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.				X	
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.				X	
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.				X	
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.				X	
II.7	Class sizes promote and allow for varied instructional strategies to be used.				X	
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.				X	
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.			X		

Indicators for schools that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Stakeholders' comments to support the ratings:

Comments:

- There are no stakeholder's comments.

Explanation for Any Ratings of 1:

Indicator No.	Evidence
	There are no ratings of "1."

INDICATORS OF QUALITY FOR ASSESSMENT

Indicators for All Schools

	Indicator of Quality	1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum				X	
AI.2	A variety of methods for assessing student learning is used in the curriculum.				X	
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	a. individual students as they move through courses in the curriculum				X	
	b. cohorts of students as they move through courses in the curriculum				X	
	c. comparable (local, state, and national) groups outside of the school.			X		
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.				X	
AI.5	Records of students' learning and performance are maintained in the curriculum.				X	
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).				X	
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.				X	

Stakeholders' comments to support the ratings:

• There are no stakeholder's comments.

Explanation for Any Ratings of 1:

Indicator No.	Evidence
	There are no ratings of "1."

Describe any improvements related to this component of the educational program made within the past five years.

*Summer reading was instituted in levels K – 12.

*High school added an assessment for seniors.

*The use of Paper Rater in the Middle School.

*Grammar skills program set up in the Middle School.

*Continued encouragement of writing through "Writing Across the Curriculum".

*Subscriptions purchased for software programs, such as, "Straight Ace" and "IXL" to enhance the program.

List the significant strengths of the school in this component of the educational program.

*The use of skills improvement through" Let's Target Comprehension".

*Adoption of MLA for writing in the Middle School.

*Elementary classical classroom library.

*"Turn it In" is used as an essay evaluator in the High School.

*The use of IPads and new apps, such as: SAT app, Story maker, and Language Art 8 (I touch).

*The use of student blogging; Fake Book

*The emphasis on skills in student writing from spelling and punctuation to an understanding of Plagiarism.

List the significant areas for improvement of the school in this component of the educational program.

*New English books from Elementary through High School.

*Realign the Middle School summer reading program with the Social Studies criteria.

*The alignment of the High School Literature with Social Studies and Theology programs.

*Continuation of the Latin program through additional grade levels.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

*To begin to initiate study of paired literature (fiction and non-fiction).
*Continue to develop and apply to the High School curriculum and the core humanities; curriculum to progress chronologically from 9th grade to senior year. Analyze the development on a yearly basis to assess student performance.
*To develop a plan to continue the Latin program throughout the Elementary and Middle School levels.

SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT IN:

RELIGION

The self-assessment of the degree to which this component of the school's education program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by the following process:

X	A subcommittee comprised of the following individuals:

Committee Member's Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
Mary Ann Rettger	Teacher, Campus Minister
Fr. Ross Miceli	Teacher, Campus Minister, Pastor
Geraldine Geer	Teacher

**NOTE: Committee size and composition may vary depending upon the school's size, the topic to be addressed, etc. If needed, add lines to the above chart.

If the school used a committee to conduct the self-assessment, explain how all of the school's community of stakeholders was given opportunities to provide input into the self-assessment.

The views, comments and opinions of the major stakeholders were collected through surveys. The comments were reviewed by committees organized according to each standard. Committee work was compiled by the internal coordinators and then sent out for a system wide review by the system President.

	Survey of the school's stakeholders using the Middle States Survey:

Total Number of Surveys Returned	
The results represent surveys completed by:	
▪ **Students**	545
▪ **Parents**	186
▪ **Faculty, Staff and Administrators**	68
▪ **Board Members**	6

C. ISSUES RELATED TO THE INDICATORS OF QUALITY

The following requirements ask the school system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the school's educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

5. **CURRICULAR COMPONENT SUMMARY:** *On the chart below, summarize the course/program offerings for this component of the education program by completing each column as described.*

Grade Level: *Enter the grade level(s) at which each course/program in this curricular component is taught.*

Course Title: *List the course/program titles or topics taught (e.g. Language Arts, English IV, writing, journalism).*

Hours per   *Indicate the number of hours of instructional time devoted to each program/*
Semester/Year: *course per semester/year.*

Grade Level(s)	Course Title	Hours per Year
K	Kindergarten Religion	90
1	Grade One Religion	110
2	Grade Two Religion	110
3	Grade Three Religion	110
4	Grade Four Religion	160
5	Grade Five Religion	150
6	Grade Six Religion	120
7	Grade Seven Religion	120
8	Grade Eight Religion	120
9	Freshman Theology	120
10	Sophomore Theology	120
11	Junior Theology	120
12	Senior Theology	120

X	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

6. **Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

Different Series of textbooks in each school, elementary, middle and high schools.

Communication between levels is needed to enhance the educational process.

Teachers spent time on an in-service day discussing what is happening in the different levels. More time for communication is needed.

7. **Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

There are no repetitions.

8. **ASSESSMENT RESULTS:**

There are no standardized assessments in Religion.

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

Sacraments need to be addressed in each grade but on a deeper level. As it progresses the Theology becomes deeper as well as how it is practiced on a deeper level.

D. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The Indicators of Quality for Curriculum, Instruction and Assessment identify the types of evidence that, when taken together, indicate whether the school meets the expectations for quality in its educational program.

Rating of Adherence to the Indicator	
1. **Does Not Meet**	The evidence indicates the school system **does not meet** the expectations of this Indicator
2. **Partially Meets/In Need of Improvement**	The evidence indicates that the school system **partially meets** the expectations of this Indicator and **is in need of improvement**
3. **Meets**	The evidence indicates the school system **meets** the expectations of this Indicator
4. **Exceeds**	The evidence indicates the school system **exceeds** the expectations of this Indicator

INDICATORS OF QUALITY FOR CURRICULUM

Indicators of Quality for All Schools

	Indicator of Quality	1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			X		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.		X			

	Indicator of Quality	1	2	3	4	N/A
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			X		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful, and logical progression of learning activities in the curriculum		X			
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.			X		
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.				X	
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.				X	
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.				X	
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.				X	
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.				X	
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.				X	

Indicators for school systems that deliver all or part of their educational program by a distance modality

X	These indicators do not apply to our school.

Stakeholders' comments to support the ratings:

There are no stakeholder's comments.

Explanation for Any Ratings of 1:

Indicator No.	Evidence
	There are no ratings of "1."

INDICATORS OF QUALITY FOR INSTRUCTION

Indicators for All Schools

	Indicator of Quality	1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.			X		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.				X	
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.				X	
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		

	Indicator of Quality	1	2	3	4	N/A
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.				X	
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.				X	

Indicators for schools that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Stakeholders' comments to support the ratings:

- There are no stakeholder's comments.

Explanation for Any Ratings of 1:

Indicator No.	Evidence
	There are no ratings of "1."

INDICATORS OF QUALITY FOR ASSESSMENT

Indicators for All Schools

	Indicator of Quality	1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum				X	
AI.2	A variety of methods for assessing student learning is used in the curriculum.				X	
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					X
	d. individual students as they move through courses in the curriculum					X

Indicator of Quality	1	2	3	4	N/A
e. cohorts of students as they move through courses in the curriculum					X
f. comparable (local, state, and national) groups outside of the school.					X
AI.4 The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.				X	
AI.5 Records of students' learning and performance are maintained in the curriculum.				X	
AI.6 Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).				X	
AI.7 Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.				X	

Stakeholders' comments to support the ratings:

There are no stakeholder's comments.

Explanation for Any Ratings of 1:

Indicator No.	Evidence
	There are no ratings of "1."

E. ROOT CAUSE ANALYSIS

Curriculum Design Issues				
Content				
Are the skills required for improvement in student performance included in the current curriculum?	X	YES		NO
Data to support your conclusion:	Formative and summative assessments			
Hypothesis derived from your conclusion:				

Sequence				
Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment?	X	YES		NO
Data to support your conclusion:	Adjustments are made for the majority			
Hypothesis derived from your conclusion:				
Pacing				
Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum?	X	YES		NO
Data to support your conclusion:	Not enough time in all levels			
Format				
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?	X	YES		NO
Data to support your conclusion:	Teachers use a framework for tests and follow guidelines of the school.			
Hypothesis derived from your conclusion:				
Curriculum Delivery Issues				
Teacher Awareness of Content				
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:	Teachers have access to the curriculum guides and are encouraged to use them.			
Teacher Awareness of Sequencing				
Are teachers aware that the skills required for improvement in student performance are scheduled	X	YES		NO

to taught prior to the administration of the assessment?				
Data to support your conclusion:	Teachers have access to the curriculum guides and are encouraged to use them.			
Hypothesis derived from your conclusion:				
Teacher Awareness of Pacing				
Are teachers spending the specified time on the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:	Not enough time is given at all grade levels			
Hypothesis derived from your conclusion:				
Teacher Awareness of Format				
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
Teacher Resources				
Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:	When necessary			
Hypothesis derived from your conclusion:				
Teacher Skills				
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?	X	YES		NO

Data to support your conclusion:	
Hypothesis derived from your conclusion:	

Describe any improvements related to this component of the educational program made within the past five years.

The curriculum has been brought up to the approved standards.

List the significant strengths of the school in this component of the educational program.

Opportunities are given for all to practice their faith…. Through the sacraments, adoration, and sacramental. Students participate in early retreats and service projects.

List the significant areas for improvement of the school in this component of the educational program.

Coordination between school buildings. More cohesiveness and vertical alignment.

Theology class should take place daily. Classes should not be skipped when other activities take place.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

1. Classes should not be skipped when other activities take place:
   Schedules in the middle school and high school are adjusted so that all periods are equal length in the event of an assembly program or other activity. Teachers in the elementary school should plan to adjust their schedules on these days so that religion class is not skipped.
2. More cohesiveness, vertical alignment and coordination between school buildings:
   Time should be allotted for Religion and Theology teachers to work together to assure alignment and to work together to build upon each other's curriculum.
3. Continue with the current opportunities for students to practice their faith and continue to pursue additional opportunities for students.

SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT IN:

MATHEMATICS

The self-assessment of the degree to which this component of the school's education program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by the following process:

X	A subcommittee comprised of the following individuals:

Committee Member's Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
Danielle Fledderman	MS HS Teacher
Jim Lallman	HS Teacher
W.J. Fernan	HS Teacher
Mary Ann Lazore	MS Teacher

**NOTE: Committee size and composition may vary depending upon the school's size, the topic to be addressed, etc. If needed, add lines to the above chart.

If the school used a committee to conduct the self-assessment, explain how all of the school's community of stakeholders was given opportunities to provide input into the self-assessment.

> The self-study was circulated amongst the stakeholders. Comments from the stakeholders were incorporated back into the self-study by the internal coordinator.

	Survey of the school's stakeholders using the Middle States Survey:

Total Number of Surveys Returned	
The results represent surveys completed by:	
▪ **Students**	545
▪ **Parents**	186
▪ **Faculty, Staff, Administrators**	68

	Board Members	6

F. ISSUES RELATED TO THE INDICATORS OF QUALITY

The following requirements ask the school system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the school's educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

9. **CURRICULAR COMPONENT SUMMARY:** *On the chart below, summarize the course/program offerings for this component of the education program by completing each column as described.*

Grade Level: *Enter the grade level(s) at which each course/program in this curricular component is taught.*

Course Title: *List the course/program titles or topics taught (e.g. Language Arts, English IV, writing, journalism).*

Hours per Semester/Year: *Indicate the number of hours of instructional time devoted to each program/ course per semester/year.*

Grade Level(s)	Course Title	Hours per Year
K	Math	180
1	Math	110
2	Math	120
3	Math	150
4	Math	180
5	Math	200
6	Math Regular Curriculum	120
6	Math Small Group	120
6	Math Applications (1 quarter)	30
7	Math Regular Curriculum	120
7	Pre-Algebra	120
7	Algebra 1	120
7	Math Applications (1 quarter)	30
8	Math Regular Curriculum – Pre-Algebra	120
8	Algebra 1	120
8	Algebra 2	120
8	Math Applications (1 quarter)	30

Grade Level(s)	Course Title	Hours per Year
9	Fundamental of Algebra	120
9	Algebra I	120
9,10,11,12	Algebra II	120
9,10,11,12	Accelerated Algebra II	120
9,10,11,12	Geometry	120
9,10,11,12	Accelerated Geometry	120
10,11,12	Trigonometry	120
10,11,12	Accelerated Trigonometry	120
10,11,12	Analysis	120
10,11,12	Advanced Analysis	120
11,12	College Algebra	120
11,12	Statistics	120
11,12	Integrated Math	120
11,12	Career Math	120
11,12	Calculus	120
11,12	Advanced Calculus	120
12	AP Calculus BC	120

X	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

10. **Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

The high school will need to formulate a curriculum guide to state exactly what is expected to be covered in each course.

11. **Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

It is a concern that too much time is spent on review at the beginning of each course. It would be beneficial to formulate a review packet for students to complete during the summer so less time is spent on review in the fall.

12.   ASSESSMENT RESULTS:

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		
		S	NI	U
Stanford Assessments	Math (Grade 2)		59	
	Math (Grade 3)		59	
	Math (Grade 4)		59	
	Math (Grade 5)		57	
	Math (Grade 6)		59	
	Math (Grade 7)	72		
	Math (Grade 8)	74		
Diocesan Math	Math	X		
Star Math	Math (Grade 3)	X		
6th Grade Placement	Math	X		
SAT	Math		495	

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

Traditionally, standardized test scores in grades 2-8 have trended towards higher level of achievement as students reach 8th grade, and these test results are consistent with that.

Several initiatives have been introduced in order to improve achievement across the board in math courses, they include:

- Analysis of standardized test scores to determine areas of strength and weakness.

- The introduction of a summer math packet.

- Review of curriculum to determine alignment with common core standards.

- Increased use of "Constructed Response" problems in math courses (grade 5 and older) in order to require students to explain the process used in solving the problem.

- Effort to integrate topics (algebra, geometry and statistics) in courses at the middle and high school level.

Additional steps can be found in the Plan for Growth and Improvement section of the self-study document.

G.   SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The Indicators of Quality for Curriculum, Instruction and Assessment identify the types of evidence that, when taken together, indicate whether the school meets the expectations for quality in its educational program.

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school system **does not meet** the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the school system **partially meets** the expectations of this Indicator and **is in need of improvement**
3. Meets	The evidence indicates the school system **meets** the expectations of this Indicator
4. Exceeds	The evidence indicates the school system **exceeds** the expectations of this Indicator

INDICATORS OF QUALITY FOR CURRICULUM

Indicators of Quality for All Schools
H indicates an indicator where the high school rating differs from that of the elementary/middle schools.

	Indicator of Quality	1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			X		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.		H	X		

	Indicator of Quality	1	2	3	4	N/A
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.		H	X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.			X		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.		X			
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful, and logical progression of learning activities in the curriculum			X		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.		X			
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.		H		X	
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.			X		
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational			X		

Indicator of Quality	1	2	3	4	N/A
development, and research about best practices in curriculum, instruction, and assessment.					
CI.18 The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			X		
CI.19 Administrative leadership and support are provided in the coordination and articulation of the curriculum.			X		
CI.20 The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.		H	X		

Indicators for school systems that deliver all or part of their educational program by a distance modality

	These Indicators do not apply to our school.

Indicator of Quality	1	2	3	4	N/A
CI.21 Students and their families (if appropriate) are informed about any aspects of the curriculum that are created or delivered by an organization other than the school.			X		
CI.22 Stated student performance outcomes for any part of the curriculum delivered through distance education are achievable through that methodology.			H		EM
CI.23 Appropriate study skills necessary for students to utilize a distance education model effectively and efficiently are included as part of the curriculum and instructional process.		H			EM

Stakeholders' comments to support the ratings:

- There are no stakeholder's comments.

Explanation for Any Ratings of 1:

Indicator No.	Evidence
	There are no ratings of "1."

INDICATORS OF QUALITY FOR INSTRUCTION

Indicators for All Schools

	Indicator of Quality	1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.			X		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.			X		
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			X		
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.		H	X		

Indicators for schools that deliver all or part of their educational program by a distance modality

	These Indicators do not apply to our school.

	Indicator of Quality	1	2	3	4	N/A
II.12	Student interaction (synchronous and asynchronous) with the faculty and other students is facilitated through a variety of means as an essential characteristic of the curriculum.					X
II.13	Instructional materials in the curriculum are developed by authors qualified in distance education techniques. Textbooks and other instructional materials are suitable for distance learning.					X

Stakeholders' comments to support the ratings:

There are no stakeholder's comments.

Explanation for Any Ratings of 1:

Indicator No.	Evidence
	There are no ratings of "1."

INDICATORS OF QUALITY FOR ASSESSMENT

Indicators for All Schools

	Indicator of Quality	1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			X		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:			X		
	g. individual students as they move through courses in the curriculum			X		
	h. cohorts of students as they move through courses in the curriculum			X		
	i. comparable (local, state, and national) groups outside of the school.			X		
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning			X		

	Indicator of Quality	1	2	3	4	N/A
	progress and teachers to adapt their instruction to students' specific learning needs.					
AI.5	Records of students' learning and performance are maintained in the curriculum.			X		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			X		

Stakeholders' comments to support the ratings:

There are no stakeholder's comments.

Explanation for Any Ratings of 1:

Indicator No.	Evidence
	There are no ratings of "1."

H. ROOT CAUSE ANALYSIS

Curriculum Design Issues				
Content				
Are the skills required for improvement in student performance included in the current curriculum?	ES, MS	YES	HS	NO
Data to support your conclusion:	ES/MS - Performance on assessments and standardized test. Success in college. HS - The faculty in the high school is not aware of a current formal curriculum.			
Hypothesis derived from your conclusion:	ES/MS - The current curriculum contains the skills required for student performance. HS - A formulation or clarification of formal curriculum in the high school would most likely remedy the issue.			

Sequence				
Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment?	ES, MS	YES	HS	NO
Data to support your conclusion:	ES/MS - Elementary school and middle school review necessary skills prior to test. HS - Our only formal assessment is the SAT/PSAT and students may or may not take required content before taking the tests. SAT prep classes are available for those who request it.			
Hypothesis derived from your conclusion:	ES/MS - Preparation is considered and attempted. However, not all students succeed. HS – A formal, standard assessment – either of our own or other standard assessment of course outcomes – at the conclusion of each course, or serving as a placement exam, could remedy. We already have finals for each course, but they are dependent upon the instructor, not standardized.			
Pacing				
Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum?	ES,MS,HS	YES		NO
Data to support your conclusion:	Teacher lesson plans support that sufficient time is given for students to be successful.			
Format				
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?	ES,MS	YES	HS	NO
Data to support your conclusion:	ES/MS - Teachers create the tests to match skills taught or use book tests that correlate with their lessons. HS – Most of our assessments do not include objective questions. Also, most of our assessments are geared toward a specific skill, course, or topic whereas the test(s) we are using for data are objective and often			

	involve the application of several skills and/or understanding of several areas of mathematics.		
Hypothesis derived from your conclusion:	ES/MS - Students are tested in a similar fashion to what they were taught. HS – We can draw more connections between courses and skills and make a conscious effort to test more skills simultaneously. A formal curriculum with stressed connections would be helpful. Also, an adoption of another form of formal evaluation would be helpful.		
Curriculum Delivery Issues			
Teacher Awareness of Content			
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	ES/MS	YES	HS	NO
Data to support your conclusion:	ES/MS - Teachers are given objectives for the students to meet in order to improve student performance. HS – Teachers are not aware of any formal current curriculum.		
Hypothesis derived from your conclusion:	ES/MS -Teachers are aware of skills required for improvement in student performance. HS – With a formal, written curriculum in place, teachers would be keenly aware of any skills required for improvement.		
Teacher Awareness of Sequencing			
Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment?	ES/MS	YES	HS	NO
Data to support your conclusion:	ES/MS - Tests are scheduled after the pertinent information is taught. Attempts are made to cover necessary information prior to standardized tests. HS – Curriculum communication gap.		
Hypothesis derived from your conclusion:	ES/MS - Teachers are aware of the necessary skills needed for assessments and when possible make sure the students have the required skills.		

	HS – With a curriculum in place and a understanding of what formal assessment should direct accountability, teachers would be keenly aware of skills and proper sequencing.			
Teacher Awareness of Pacing				
Are teachers spending the specified time on the skills required for improvement in student performance?	ES/MS/HS	YES		NO
Data to support your conclusion:	Students are passing assessments and successful in future math classes.			
Hypothesis derived from your conclusion:	Teachers are spending the right amount of time on skills.			
Teacher Awareness of Format				
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested?	ES/MS/HS	YES		NO
Data to support your conclusion:	Teachers create or preview the assessments.			
Hypothesis derived from your conclusion:	Teachers are aware of the assessment objectives.			
Teacher Resources				
Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance?	ES/MS/HS	YES		NO
Data to support your conclusion:	There are many materials available at all levels of the school. Remedial programs are available in the elementary school. The high school and middle school provide several course options to meet the needs of the students. More direction is needed in course objectives.			
Hypothesis derived from your conclusion:	We have resources to meet the needs of our students.			
Teacher Skills				

Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?	ES/MS/HS	YES		NO
Data to support your conclusion:	We are all certified to teach math and attend continuing education opportunities. Success of former students.			
Hypothesis derived from your conclusion:	The teachers have the necessary skills to teach students. More direction is needed for high school level.			

Describe any improvements related to this component of the educational program made within the past five years.

We have made many advancements in technology. These include the IPad initiative and strong tech support team in place to assist teachers. We have had much project based training. We have updated materials. We have ongoing continuing education.

List the significant strengths of the school in this component of the educational program.

We have many course offerings. We have remedial support and enrichment opportunities. We have Act 89 support. We have a qualified staff in this curriculum area.

List the significant areas for improvement of the school in this component of the educational program.

- We need a formal curriculum and means of assessing the effectiveness of that curriculum in the high school.
- Less time spent on review of previously taught material.
- Students need to own their learning.
- Text books may not be a best fit in the elementary school.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

- We need to make sure the curriculum is in alignment from year to year and that vital connections are made. The high school needs more defined objectives for each course. These should be in a written format that is available to involved teachers.
- We need to help promote the students desire to learn by showing the utility of what is taught.
- The metric system needs to be incorporated throughout the years so the students are comfortable using it in science and health courses.
- Text books should be reviewed to make sure they are a best fit.
- A summer review packet or program should be implemented so there is not as much time needed for review at the beginning of each year.
- Students in the high school should be assigned a mentor teacher and meet with them numerous times each semester to make sure they are held accountable and are on track for their future goals.

THE PLAN FOR GROWTH AND IMPROVEMENT

Student Performance Objectives	Organizational Capacity Objectives
2	1, 2, or 3
3	1 or 2
4	1

STUDENT PERFORMANCE OBJECTIVES AND ACTION PLANS

Student Performance Objective #1: Reading and Language Arts

Goal: By 2022, Elk County Catholic School System students will demonstrate increased proficiency in reading/language arts courses as measured by:

   a.   An average increase of 5 percentile points on the reading/language scores as measured by on the Stanford/Terra Nova standardized test. (Students K-8)

Baseline: Stanford Achievement Scores (Grades K-8) from the 2014-15   school year.

Grade	Average National Percentile in Reading	Average National Percentile in Language
4	66	58
5	68	59
6	67	67
7	73	81
8	71	70

b. An average increase of 2 percentage points in student final grades in reading/language arts courses. (Students K-8)

Baseline: Average Final Grades in Language Arts Courses for the 2014-15 School Year

Grade	Average Final Grade in Reading/Vocabulary Courses	Average Final Grade in English/Writing/Grammar Courses
1	91.7	94.8
2	90.9	94.5
3	92.4	91.3
4	88.9	90.4
5	86.5	85.3
6	90.8	88.9
7	92.0	86.5
8	87.7	87.3

c. An average increase of 1 (on a scale of 1-12) on the Diocesan Writing Assessment.   (Students K-8)
Baseline Data: Diocesan Writing Assessment Scores from the 2014-15 School Year

Grade	Diocesan Writing Assessment Average Score
2	6.5
3	6.7
4	6.8
5	6.9
6	7.3
7	8.0
8	8.2

d. By grade 11 & 12, PSAT/SAT Reading and Writing Scores will be 10 points above the national average for students in grade 11 & 12: (489 PSAT/ 492 SAT).
Baseline Data from the 2014-15 School Year

Grade	Score on PSAT/SAT Reading & Writing
9	400
10	400
11	460
12	475

e. An average increase of 2 percentage points in student final grades in mathematics courses. (Students 9-12)
Baseline: Average Final Grades in Mathematics Courses for the 2014-15 School Year

Grade	Average Final Grades in English Courses
9	91.9
10	91.0
11	89.4
12	91.1

f. That 35% of the students taking the AP English & Literature exam will earn a score of 4-5 (sufficient to earn college credit)

Baseline Data from 2014:

Number of AP Language and Literature Students: 17

Number taking the AP Language and Literature Exams: 14

Number achieving a score of 4-5: 3

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

Based on the data received from standardized testing it was determined that this should be a focus for improvement. Stanford Achievement Tests (grades 2-8) and PSAT/SAT Tests (grades 9-12) standardized reading/verbal scores were reviewed. The elementary and middle school student median score will be at or above national, state, local and diocesan median scores on TerraNova exams. The high school student median score will be at or above the national, state, local and diocesan median SAT scores.

Action Plan for Student Performance Objective #1

Who participated in developing the action plan for Student Performance Objective #1?

Name	Role in the School[11]
Sam MacDonald	ECCSS President
Katie DuPree	Elementary Teacher
Susan Bon	Middle School Teacher
Amy Fehrenbach	Middle School Teacher
Mary Steele	Middle School Teacher
Grace Messineo	High School Teacher
Kate Young	High School Teacher

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

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[11] For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

Elementary/Middle School Terra Nova Action Plan: Curriculum Alignment and Adjustment

Event	Objective	Persons Responsible	Due Date	Measurement Criteria	Person Assessing Progress
Establish St. Marys Catholic Elementary/Middle School reading committee	Committed group who will focus on reaching goal	Elementary/Middle School principals	April 2016	Flow chart of membership seats	President of School System
Appoint teachers to represent each cluster of grades	To insure we have a complete picture of our curriculum	Elementary/Middle School principals	April 2016	Committee members published and communicated	President of School System
Determine what set of standards each teacher is referencing and insure consistency	Consistency in grade levels	Committee members	June 2016	Copies of curriculums	Supervising Principal
Identify an appropriate scope and sequence template	Have a document that we can begin creating as we work through future steps	Principal and committee members	June 2016	Template identified	Supervising Principal
Prioritize the importance of each standard at each grade level based on diocesan and TerraNova expectations	Introduction, mastery, etc.	Committee members broken down into grade levels	August 2016	Information entered into template	Supervising Principal

Discuss best instructional method for each concept based on level of mastery	**Common core, traditional, manipulatives**	**Committee members**	**October 2016**	**Information entered into template**	**Supervising Principal**
Review the 2016 TerraNova results and Erie diocese scores	**Determine areas of strengths and weaknesses by grade level and identify trends in growth/decline between grades**	**Committee and Instructional Support Teachers/Team**	**December 2016**	**Written document listing strengths and areas of improvement**	**Supervising Principal**
Define interventions to address weaknesses identified	**Investigate method of instruction; assessment; review, etc.**	**Committee and Faculty**	**February 2017**	**Reports of suggested interventions**	**Supervising Principal**
Identify workshops/training that will present best practices in teaching reading in identified areas of improvement	**Assist teachers in developing instructional skills**	**Principals and Committee**	**March 2017**	**List of available training**	**Supervising Principal**
Choose instructional materials that support revised curriculum and	**Guide teachers in instruction**	**Committee**	**May 2017**	**Textbooks identified and quotes received**	**Supervising Principal**

address trends identified in TerraNova/Erie review					
Create summer reading program	Assist students in retaining knowledge of mastery content	Committee	April 2017	Packets prepared and copied	Supervising Principal
Create a scope and sequence for curriculum	Insure all concepts are taught and appropriate time given for each	Committee	June 2017	Information entered into template	Supervising Principal
Create a mid-term and end-of-year assessment	Insure that students retain knowledge on mastery level concepts	Committee and Faculty	August 2017	Assessments created	Supervising Principal
Review the 2017 (2018, 2019, 2020) TerraNova results and Erie diocese scores	Determine areas of strengths and weaknesses by grade level and identify trends in growth/decline between grades	Committee and IST	December 2017 (and annually thereafter until 2021)	Written document listing strengths and areas of improvement	Supervising Principal
Review the final grades of the Language Arts Courses	Determine progress towards goal	Committee and IST	June 2017 and annually thereafter until 2022.	Average increase of two percent by 2022	Supervising Principal
Define interventions to address	Investigate method of instruction; assessment; review, etc.	Committee and Faculty	February 2018 (and annually	Reports of suggested interventions	Supervising Principal

Event	Objective	Persons Responsible	Due Date	Measurement Criteria	Person Assessing Progress
weaknesses identified			thereafter until 2022)		
Review mid-term and end of year assessment	Determine baseline and record progress. Identify areas of need and determine steps to address these needs	Committee and Faculty	June 2018 (and annually thereafter until 2022)	2018 Baseline year, chart results in subsequent years	Supervising Principal

High School SAT Prep Action Plans: SAT Prep and Mandatory PSATs

Event	Objective	Persons Responsible	Due Date	Measurement Criteria	Person Assessing Progress
Department head meetings on SAT performance (Completed)	Investigate SAT performance and identify measures that will better prepare students to excel on SAT. (Lack of robust SAT prep identified as major concern)	ECCHS Department Heads, Principal	January 2014-May 2015 (Completed)	Solid recommendations for changes to curriculum	Principal, President of School System
Committee meetings to develop effective	To respond to the need for better SAT Prep	ECCHS Department Heads, Principal	May 2014-Present (Ongoing)	Committee members published and communicated	Principal, President of School System

SAT Prep initiatives					
Mandatory PSAT participation (Completed and ongoing)	**Plan and fund mandatory PSAT participation for all HS students, optional for grade 8, to make students more familiar with exam**	**ECCHS Department Heads, Principal**	**August 2014**	**PSATs scheduled and administered annually (Completed and ongoing)**	**Principal**
Initiate mandatory "Sophomore Seminar" course dedicated to SAT test prep	**Better prepare students for SAT success by teaching a mix of test-taking strategies and content**	**Principal and committee members**	**Fall 2015**	**Template identified**	**Principal**
Analyze course effectiveness and adjust curriculum based on student progress	**SAT Prep takes different forms in different schools. Develop program that works for our unique situation**	**Faculty, principal**	**April 2016-August 2016 and annually thereafter until 2022.**	**Written course curriculum PSAT/SAT Scores**	**Principal**

High School Language Arts Curriculum Alignment

Event	Objective	Persons Responsible	Due Date	Measurement Criteria	Person Assessing Progress

Language Arts Department Head Curriculum Review	Identify strengths/weaknesses of current curriculum (Lack of alignment identified: For instance, American History taught three of the four years. No chronological or thematic alignment of religion and history with literature)	ECCHS Department Heads, Principal, President	January 2014-May 2015 (Completed)	Solid recommendations for changes to curriculum	Principal, President of School System
Curriculum selection	Find or develop a curriculum to align core humanities chronologically (Selected the Kolbe Curriculum as a unifying force in the teaching of core humanities.	ECCHS Department Heads, Principal, President	Sumer 2015	Curriculum selected	Principal, department heads, President
Curriculum launch	In year 1, starting with grade 9, start all core humanities courses in Greek antiquity and work through Roman antiquity	ECCHS Department Heads, Principal	Academic ear 2015-2016	Curriculum enacted	Principal, department heads, President
Curriculum progression	In year 2, redevelop all 10th grade classes in similar fashion. In year	ECCHS Department Heads, Principal	Academic ear 2015-2016, and	Curriculum enacted	Principal, department

	3, extend to 11th grade. In year 4, complete realignment of curriculum		annually thereafter until 2018-2019		heads, President
Analyze course effectiveness and adjust curriculum based on student progress	**Analyze impact on student development and SAT performance, particularly on SAT verbal and on subject line tests**	**Department Heads - Principal**	**January 2017 (and annually thereafter until 2022)**	**SAT scores**	**Principal**
Review the final grades of the Language Arts Courses	**Determine progress towards goal**	**Committee and IST**	**June 2017 and annually thereafter until 2022.**	**Average increase of two percent by 2022**	**Principal**

Leveraging Success in High School English Advanced Placement

Event	**Objective**	**Persons Responsible**	**Due Date**	**Measurement Criteria**	**Person Assessing Progress**
AP Policy Review	**Identify strengths and weaknesses in program, review policies and analyze their impact on**	**AP Teacher, Principal, President**	**January 2014-May 2014 (Completed)**	**Solid recommendations for changes to curriculum**	**Principal, AP Teacher**

	test-taking and passage rates.				
Curriculum Development, Enactment and Review	Increase rigor and demonstrate success by improving pass rate on AP Lit and AP Lang Exams	AP Teacher, Principal, President	2014-2015 Academic Year	SUCCESS: AP Pass rate in AP Lit and AP Land rose to 78 percent, well above the national average.	Principal, AP Teacher
Internal Marketing	Use success from earlier efforts to increase enrollment in AP English courses. Decision to be more inclusive in approval to take course.	AP Teacher, Principal	Spring/Summer 2015	SUCCESS: Enrollment in AP English courses nearly tripled in one year. Added an additional section of AP Lang.	Principal, AP Teacher
Enactment and Review	Review course performance in light of additional enrollment.	AP Teacher, Principal	Academic year 2015-2016	Test-taking and passage rates. Striving to maintain levels above national average.	Principal, AP Teacher
Analyze course effectiveness and adjust curriculum based on student progress	Analyze impact on student development and passage rates, adjust course accordingly.	AP Teacher, Principal	June – August 2016 and annually thereafter until 2022.	Passage rates, enrollment	Principal, AP Teacher

STUDENT PERFORMANCE OBJECTIVES AND ACTION PLANS

Student Performance Objective #2: Math

Goal: By 2022, Elk County Catholic School System students will demonstrate increased proficiency in mathematics as measured by:

a. An average increase of 5 percentile points on the mathematics scores as measured by on the Stanford/Terra Nova standardized test. (Students K-8)

Baseline: Stanford Achievement Scores (Grades K-8) from the 2014-15 School Year.

Grade	Average National Percentile in Mathematics
2	59
3	59
4	59
5	57
6	59
7	72
8	74

b. An average increase of 2 percentage points in student final grades in mathematics courses. (Students K-8)

Baseline: Average Final Grades in Mathematics Courses for the 2014-15 School Year

Grade	Average Final Grade in Mathematics Courses
1	96.1
2	92.7
3	91.9
4	89.8
5	85.0
6	85.5
7	89.1
8	90.8

c. An average increase of 1 (on a scale of 1-8) on the Diocesan Math Assessment. (Students K-8)

Baseline Data: Diocesan Math Assessment Scores from the 2014-15 School Year

Grade	Diocesan Math Assessment Average Score
1	3.6
2	4.9
3	4.9
4	4.5
5	4.9
6	5.0
7	3.7
8	4.4

d. By grade 11 & 12, PSAT/SAT Math Scores will be 10 points above the national average for students in grade 11 & 12: (486 PSAT/ 513 SAT).

Baseline Data from the 2014-15 School Year

Grade	Score on PSAT/SAT Math
9	420
10	420
11	470
12	495

e. An average increase of 2 percentage points in student final grades in mathematics courses. (Students 9-12)

Baseline: Average Final Grades in Mathematics Courses for the 2014-15 School Year

Grade	Average Final Grades in Mathematics Courses
9	85.6
10	85.2
11	88.0
12	89.4

f. That 25% of the students taking the AP Calculus exam will earn a score of 4-5 (sufficient to earn college credit)
Baseline Data from 2014:
Number of AP Calculus (B/C) Students: 7
Number taking the AP Calculus Exam: 1
Number achieving a score of 4-5:

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

Based on the data received from standardized testing: Stanford Achievement Tests (grades 2-8) and PSAT/SAT Tests (grades 9-12) it was determined that this should be a focus for improvement.

Action Plan for Student Performance Objective #2

Who participated in developing the action plan for Student Performance Objective #2?

Name	Role in the School[12]
Debbie Slay	**Elementary School Prinicpal**
Elaine Brem	**High School Teacher**
Danielle Fledderman	**Middle/High School Teacher**
Mary Ann Lazore	**Middle School Teacher**
W.J. Fernan	**High School Teacher**
Lori Renwick	**Elementary Teacher**
John Schneider	**Middle School Principal**

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[12] For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

Elementary/Middle School Action Plan

Event	Objective	Persons Responsible	Due Date	Measurement Criteria	Person Assessing Progress
Establish St. Marys Catholic Elementary/Middle School math committee	**Committed group whose primary objective will be realizing improvement goals**	**Elementary/Middle School principals**	**March 2016**	**Flow chart of membership seats**	**President of School System**
Appoint teachers to represent each cluster of grades	**Insure committee receives input from all components of our curriculum**	**Elementary/Middle School principals**	**March 2016**	**Committee members published and communicated**	**President of School System**
Determine what set of standards each teacher is referencing and insure consistency	**Consistency in focus of instruction at all grade levels**	**Committee members**	**April-May 2016**	**Copies of curriculums**	Supervising Principal
Identify an appropriate scope and sequence template	**Identify an effective template to clearly document timelines and objectives**	**Principal and committee members**	**June-July 2016**	**Template identified**	Supervising Principal
Prioritize the importance of each standard at each grade level based on diocesan and	**Determine what level of instruction is needed, i.e. introduction, mastery, etc.**	**Committee members broken down into grade levels**	**June-July 2016**	**Information entered into template**	Supervising Principal

TerraNova expectations					
Discuss best instructional method for each concept based on level of mastery	**Identify which method may be most effective, i.e. Common Core, traditional, manipulatives**	**Committee members**	**June-July 2016**	**Information entered into template**	Supervising Principal
Review the 2015 TerraNova results and Erie diocese math assessment scores	**Determine areas of strengths and weaknesses by grade level and identify trends in growth/decline between grades**	**Committee and IST**	**March 2016 and annually thereafter until 2022**	**Written document listing strengths and areas of improvement**	Supervising Principal
Define interventions to address weaknesses identified	**Ascertain effective method of re-instruction; assessment; review, etc.**	**Committee and Faculty**	**April-May 2016 and annually thereafter until 2022**	**Reports of suggested interventions**	Supervising Principal
Review the final grades of the Mathematics Courses	**Determine progress towards goal**	**Committee and IST**	**June 2017 and annually thereafter until 2022.**	**Average increase of two percent by 2022**	Supervising Principal
Identify workshops/training that will present	**Assist teachers in developing varied**	**Principals and Committee**	**Ongoing**	**List of available training**	Supervising Principal

best practices in teaching math in identified areas of improvement	instructional methods in targeted areas				
Choose appropriate instructional materials, i.e. textbooks, software, manipulatives, field trips, etc.	Insure that materials selected support revised curriculum and addresses trends identified in TerraNova review	Committee	October 2016 – March 2017	Materials identified and quotes received	Supervising Principal
Create a scope and sequence for math curriculum	Serve as a guide for teachers to track progress towards instructing students in all identified standards in the timeline proposed	Committee	October 2016	Information entered into template	Supervising Principal
Create a mid-term and end-of-year assessment with answer key/rubric	Insure that students retain knowledge on mastery level concepts	Committee and Faculty	November 2016	Assessments created	Supervising Principal
Create summer math packets	Assist students in retaining knowledge of mastery content	Committee	April 2017	Packets prepared and copied	Supervising Principal
Create a rolling calendar for future math curriculum review	Insure curriculum remains current and vibrant	Committee	June 2017 and annually thereafter until 2022	Calendar presented	Supervising Principal

High School Action Plan

Event	Objective	Persons Responsible	Due Date	Measurement Criteria	Person Assessing Progress
Establish ECC High School math committee	Committed group whose primary objective will be realizing improvement goals	High School principal	March 2016	Flow chart of membership seats	President of School System
Appoint teachers to represent each cluster of grades	Insure committee receives input from all components of our curriculum	High School principal	March 2016	Committee members published and communicated	President of School System
Determine what set of standards each teacher is referencing and insure consistency, if applicable	Consistency in focus of instruction at all grade levels	Committee members	April-May 2016	Copies of curriculums	Supervising Principal

Identify an appropriate scope and sequence template	**Identify an effective template to clearly document timelines and objectives**	**Principal and committee members**	**June-July 2016**	**Template identified**	Supervising Principal
Prioritize the importance of each standard at each grade level based on SAT expectations, if applicable	**Determine what level of instruction is needed, i.e. introduction, mastery, etc.**	**Committee members broken down into grade levels**	**June-July 2016**	**Information entered into template**	Supervising Principal
Discuss best instructional method for each concept based on level of mastery	**Identify which method may be most effective, i.e. Common Core, traditional, manipulatives**	**Committee members**	**June –July 2016**	**Information entered into template**	Supervising Principal
Review the 2015 SAT results	**Determine areas of strengths and weaknesses by grade level and identify trends in growth/decline between grades**	**Committee and IST**	**March 2016 and annually thereafter until 2022**	**Written document listing strengths and areas of improvement**	Supervising Principal
Define interventions to address weaknesses identified	**Ascertain effective method of re-instruction; assessment; review, etc.**	**Committee and Faculty**	**April-May 2016 and annually thereafter until 2022**	**Reports of suggested interventions**	Supervising Principal
Review the final grades of the	**Determine progress towards goal.**	**Committee and IST**	**June 2017 and**	**Average increase of two percent by 2022**	**Principal**

Mathematics Courses				**annually thereafter until 2022.**	
Choose appropriate instructional materials, i.e. textbooks, software, manipulatives, field trips, etc.	**Insure that materials selected support revised curriculum and addresses trends identified in TerraNova review**	**Committee**	**October 2016- March 2017**	**Textbooks identified and quotes received**	Supervising Principal
Create a scope and sequence for math curriculum	**Serve as a guide for teachers to track progress towards instructing students in all identified standards in the timeline proposed**	**Committee**	**October 2016**	**Information entered into template**	Supervising Principal
Create a mid-term and end-of-year assessment with answer key/rubric	**Insure that students retain knowledge on mastery level concepts**	**Committee and Faculty**	**November 2016**	**Assessments created**	Supervising Principal
Create summer math packets	**Assist students in retaining knowledge of mastery content**	**Committee**	**April 2017**	**Packets prepared and copied**	Supervising Principal
Create a rolling calendar for future math curriculum review	**Insure curriculum remains current and vibrant**	**Committee**	**June 2017 and annually thereafter until 2022**	**Calendar presented**	Supervising Principal

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

The standardized test data collected as part of the self-study was the primary information that was used as indication that improvement was needed in this area. Also teacher feedback concerning the need for improved math skills was also indicated during the self-study process.

ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

Instructions: Duplicate as necessary.

Organizational Capacity Objective #1:

Elk County Catholic School System will increase its K-12 enrollment to 595 students by 2022. Our excellent education program would continue to be viable in ministering to and developing the whole student in mind, body and spirit. Measurement criteria include:

a. Increasing parish visits to weekend masses at local parishes to two times per year, with the purpose of promoting ECCSS.
   Baseline Year: 2014
   Number of Visits: 0

b.   Increasing direct contact (letter, electronic, or face to face) with area religious education students and their parents at local parishes to two times per year.
   Baseline Year: 2014
   Number of direct contacts: 0

c.   Making a minimum of two contacts per year with the local daycare providers for the purpose of distributing promotional materials to prospective pre-school families.
   Baseline Year: 2014
   Number of direct contacts: 0

d. Establishing regular contact with ECCSS preschool parents (4 times per year) to encourage/promote enrollment in the kindergarten program
   Baseline Year: 2014
   Number of direct contacts: 0

e. Make a minimum of three contacts per year (letter, electronic, or face to face) with feeder groups* to encourage/promote enrollment in ECCSS.
   Baseline Year: 2014
   Number of direct contacts for St. Boniface: 1
   Number of direct contact for St. Leo: 1

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

Healthy enrollment is a major factor in the quality of the educational program. In order to continue offering the variety of educational programs that are delivered at all three levels of education at ECCSS a maintaining the current enrollment and/or growing the enrollment will be necessary.

Action Plan for Organizational Capacity Objective #1

Who participated in developing the action plan for Organizational Capacity Objective #1?

Name	Role in the School[13]
Sam McDonald	President of ECCSS
C.J. Kogovsek	President of the ECCSS Board of Directors
Susan Jansen	Director of Advancement
Franchesca Stubber	Director of Admissions
Mary Agnes Marshall	Board of Directors
Gary Anderson	Board of Directors

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

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[13] For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

Develop Enrollment Goals and Action Plan

Event	Objective	Persons Responsible	Due Date	Measurement Criteria	Person Assessing Progress
Strategic Planning Committee Formation	Get board approval for Strategic Planning Committee	President, Board of Directors	January 2015	Approved	President
Data Review	Collect and analyze data to determine current condition and future possibilities	President, Board Committee	Spring 2015	Regular meetings and reports: Completed	President
Enrollment Goals (See below)	Set reasonable but aggressive five-year enrollment goals	President, Board Committee, Enrollment and Marketing Staff	Summer 2015	Five-year enrollment goals: Completed	President
Action Plan (See below)	Develop plan to meet five-year goals through school improvement and marketing	President, Board Committee, Marketing Staff	Fall 2015	Living document that aggressively pursues the goal: Ongoing	President
Analysis, review and adjustment	Analyze success and adjust plan quarterly as enrollment/transfer numbers develop	President, Board Committee, Marketing Staff	Ongoing, 2015-2020	Enrollment figures	President

ECCSS Enrollment Goals

In our five year plan we are aiming for total system enrollment of at least 600. We operate an excellent school now with fewer students than that, but further decreases will challenge our ability to sustain programming. The ultimate goal should be 700, but a reasonable five-year strategic plan should aim for:

K-5: 240 students (40 students per class, meaning 20 in each classroom at St. Marys Catholic Elementary. It is worth noting that various diocesan reports indicate that 20 is the minimum number required for efficient and effective management of schools, both from the educational and financial perspective.)

6-8: 135 students (45 students per class: 40 from the St. Marys Catholic Elementary plus 5 from Saint Boniface.)

9-12: 220 (55 per class, meaning 45 from the St. Marys Catholic Middle School plus 10 from St. Leo, plus transfers from other outlying communities) Total minimum strategic enrollment goal for the system: 595 students.

None of these numbers would require exceeding 20 percent of the local market share. In fact, 20 percent for all three of our schools would have put us at 661 students in 2013. Twenty one percent would have put us at 695.

This is a conservative five-year plan. If we captured the same percentage of committed Catholics as the schools in Erie County, our high school would have more than 300 students right now. We are aiming for 220. Part of this is to guard against over-optimistic projections, but it also takes into account the time required for students to work through the system.

Enrollment Action Plan

Event	Objective	Persons Responsible	Due Date	Measurement Criteria	Person Assessing Progress
Parish Plan	Get active in parishes to speak directly to families from the pulpit, with a major presentation during Catholic Schools Week 2016	President, Director of Advancement, Director of Marketing	November 2015-January 2016	Approval from pastors, speech written, presentations planned	Director of Advancement
Parish Plan Follow Up	Collect and analyze data to determine current condition and future possibilities Plan additional opportunities to meet.	President, Director of Advancement, Director of Marketing	February – March 2016	Number of Contacts at Local Parishes	Director of Advancement
Religious Education	Create promotional materials for use with local religious education students.	President, Director of Advancement, Director of Marketing	Summer 2016	Creation of Materials	Director of Advancement
Religious Education	Make a minimum of two contacts with local religious education students	President, Director of Advancement, Director of Marketing	September 2016 – January-2017 and annually through 2022	Number of contacts with students	Director of Advancement

Parent Ambassadors	Develop a "SWAT Team" of committed parents to serve as aggressive marketing squad with contact goals	President, Director of Advancement, Director of Marketing	Spring 2016	Trained and active team of parents	Director of Advancement
Retention Teams	Use PTO to develop an outreach team to assist new families in their transition to ECC	President, Director of Advancement, Director of Marketing	Spring 2016	Trained and active team pro-actively reaching out to new families to assess success of ECC enrollment	Director of Advancement
Preschool Outreach	Create plan to establish regular contacts with preschool families, create materials and implement.	President, Director of Advancement, Director of Marketing, Elementary Principal	Spring, Summer 2016	Written plan and creation of materials	Director of Advancement
Preschool Outreach	Make formal contact with preschool families at least 4 times prior to registration	President, Director of Advancement, Director of Marketing, Elementary Principal	September 2016- January 2017 and ongoing through 2022	Number of Contacts	Director of Advancement
Feeder School Outreach	Make plans to increase contacts with students in feeder groups (specifically 5th	President, Director of Advancement, Director of Marketing,	Spring, Summer 2016	Written Plan and creation of materials	Director of Advancement

	graders(SB) and 8th graders(SL) from feeder schools.)	Middle/High Principals			
Feeder School Outreach	Make formal contact with feeder students (5th graders(SB) and 8th graders(SL) from feeder schools) three times per school year.	President, Director of Advancement, Director of Marketing, Middle/High Principals	September 2016- January 2017 and annually thereafter through 2022	Number of Contacts	Director of Advancement
Daycare Outreach	Work closely with local daycares to make a strong case for ECC Kindergarten however and whenever possible	President, Director of Advancement, Director of Marketing, Elementary Principal	Spring, 2016 and ongoing through 2022	Written plan and budget	Director of Advancement
Daycare Outreach	Develop promotional items that can be available to Daycare families. Distribute to Daycare families 2 times per year	President, Director of Advancement, Director of Marketing, Elementary Principal	Spring – Summer 2016 and ongoing through 2022	Number of contacts with families	Director of Advancement
Diocesan Cooperation	Work with Diocese on their new marketing plan to utilize new materials for local development	President, Director of Enrollment, Director of Marketing	Ongoing, as materials become available	New materials integrated into local ads/outreach	Director of Advancement

Local Marketing	Redevelop local messaging to reflect curricular and other improvements that are planned	President, Director of Enrollment, Director of Marketing	Ongoing	New materials integrated into local ads/outreach	Director of Advancement