

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

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

Official School Name Notre Dame Preparatory School
(As it should appear in the official records)

School Mailing Address 815 Hampton Lane
(If address is P.O. Box, also include street address.)

City Towson State MD Zip Code+4 (9 digits total) 21286-1499

County Baltimore

Telephone (410) 825-6202 Fax (410) 832-5355

Web site/URL http://www.notredameprep.com E-mail admissions@notredameprep.com

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

Date _____

(Principal's Signature)

Name of Superintendent* Sister Patricia McCarron SSND, Ph.D. E-mail mccarronp@notredameprep.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Baltimore Tel. (410) 547-5555

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Sister Margaret Ellen Mahoney SSND, Ph.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

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

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	66	66
7	0	62	62
8	0	66	66
9	0	163	163
10	0	134	134
11	0	178	178
12 or higher	0	131	131
Total Students	0	800	800

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.25 % American Indian or Alaska Native
 - 3.6 % Asian
 - 3.8 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82.3 % White
 - 9 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: ≤1%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2018	804
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

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

7. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 9

8. Students receiving special education services: 8 %

62 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>57</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

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

	Number of Staff
Administrators	8
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	91
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 9:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	96%	95%	96%	96%
High school graduation rate	100%	100%	100%	100%	100%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	174
Enrolled in a 4-year college or university	99%
Enrolled in a community college	0%
Enrolled in career/technical training program	1%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes X No

If yes, select the year in which your school received the award. 2012

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

Notre Dame Preparatory School educates and empowers girls to become women who transform the world. As a Catholic, independent, college preparatory school for girls in grades 6 through 12, Notre Dame Prep inspires students to pursue academic excellence, spiritual growth and the practice of justice. Infused with the spirit of the School Sisters of Notre Dame and rooted in the teachings of the Catholic Church, the NDP community strives to answer God's call "...to act justly, to love tenderly, and to walk humbly with God." (Micah 6:8)

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

PART III - SUMMARY

Notre Dame Preparatory School

Where Girls Become Women Who Transform the World

Founded in 1873 by the School Sisters of Notre Dame (SSND), an international religious congregation, Notre Dame Preparatory School (NDP) is one of Baltimore's oldest, Catholic, college preparatory schools for girls. NDP educates young women to change the world. The school has successfully fostered its mission of academic excellence, spiritual growth, and the practice of justice, as evidenced in the nearly 8,000 living alumnae who are leaders in medicine, law, military, business, social service, education, government, the sciences, the arts, and philanthropy. These women have contributed positively to their local, national, and international communities as leaders, professionals, religious, mothers, and volunteers.

NDP's mission is tripartite: academic excellence, spiritual growth, and the practice of justice. The liberal arts anchor all of NDP's strong academics, which includes courses essential for high school (for grades 6-8) and college preparation. English, math, science, social studies, religion, language, and other foundational subjects combine to provide the skills to think critically, communicate clearly, and solve problems creatively. Courses in each subject area form a progression beginning in grade six. This liberal arts foundation complements vibrant co-curricular and extra-curricular programs which allow students to tap into interests and maximize personal potential.

In the high school, all classes are college prep and include 26 Advanced Placement (AP) courses among the 190+ courses offered. NDP's multi-phased approach to learning enables a student to work at her own ability in each subject area. All phases are college preparatory. A 9:1 student-teacher ratio and classes of approximately 15-18 students cultivate positive student-teacher and student-student relationships. Annually, NDP seniors are inducted into 13 honor societies, receive National Merit recognition, attain high scores on both SAT and AP exams, and 100% gain admission to the country's most competitive colleges and universities. In addition to academic achievements, they win awards in drama, art, essay writing, and music, demonstrating that NDP students are as well-rounded as they are well prepared. The 174 students of the Class of 2019 received more than \$23 million in college merit scholarships. Knowing that not all learning occurs in the classroom, NDP began an experiential learning program entitled, "Women In" (WIN) in 2006. This unique program places students in career settings so that they may explore interests and apply classroom learning to real-world experiences.

A Middle Level Innovation Lab, 21st century classrooms, a Sports and Fitness Center, and a performing arts center complement the numerous curriculum offerings. Most recently, NDP constructed a state-of-the-art Innovation Wing, which opened in January 2020, and is designed to support interdisciplinary instruction in humanities and STEAM subjects. Updated technology, including Upper Level laptops (1:1 program); Middle Level Bring Your Own Laptop (BYOL) program; EPSON interactive boards in every classroom/lab; Middle Level television studio; and language lab, enriches each academic area. Our Mother Philemon Doyle Library maintains more than 38,000 items and 36 subscription databases, in addition to a collection of books by, for, and about women. Students pursue numerous extra- and co-curricular opportunities. NDP athletics includes 40 teams in 16 sports in the Middle and Upper Levels. Notre Dame Prep is the only school in the Interscholastic Athletic Association of Maryland (IAAM) to field teams in all 14 conference sports.

Our dedicated faculty moderate 40+ student clubs and organizations, including, Student Government, United Nations, Robotics, Cybersecurity, Speech & Debate, school newspaper, Social Service, and more.

A pillar of NDP, spiritual growth, provides students with a strong religious foundation. Religion classes at all levels provide foundation in Catholicism, including the study of scriptures and the Church. The study of world religions and philosophy complement these courses. Students explore and share their beliefs in a respectful and welcoming environment. As spirituality extends beyond religion classes, many activities at Notre Dame begin with prayer, and all significant NDP events center on liturgy. Under the guidance of full-time Upper and Middle Level Campus Ministers, class retreats allow students to explore and discuss their

spirituality.

Gospel values come alive through the school's 40+-year service and justice program, which addresses the immediate needs of marginalized populations and changes those systems which inherently prove unjust to individuals, societies, and the world. Both service and justice work are rooted in the Gospel, integral to NDP's philosophy, and part of the charism of the School Sisters of Notre Dame (SSND). Most recently, service and curriculum have been integrated, making NDP the only high school in Maryland to offer a service learning program; classes include AP Studio Art class and AP Human Geography, in partnership with The College Board, and a sophomore U.S. History class. Future plans are to examine more areas of the curriculum where service learning is a natural fit.

From retreats to Ring Day to Tree Trim to graduation, students participate in countless school traditions designed to celebrate school history, develop sisterhood, and cultivate community. In particular, the Upper Level Gym Meet develops camaraderie, creativity, and leadership. During this time-honored signature event, Upper Level classes compete against one another in dance, song, march, and aerobics. These traditions—and many more!—are all part of a rich history and vibrant school culture that define NDP.

As a 2012 National Blue Ribbon School of Excellence, Notre Dame Prep embarked on a journey of self-exploration to continue growth and improvement. With support from the school's Board of Trustees, NDP has focused on inclusivity work for the past several years, including engaging national consultant, Dr. Derrick Gay to work with Board members, faculty, staff, students, and parents. NDP has active community engagement in this work, including ongoing professional development, participation in local and national conferences, student education, and affinity groups, among other activities. This work continues with our current strategic plan in which global citizenship is our guiding question.

Notre Dame Preparatory School remains one of the top independent schools in Maryland. Students as well as faculty and staff regularly receive local and national accolades. In spring 2017, the Middle States Association of Secondary Schools asked Notre Dame to participate in its newest re-accreditation protocol, entitled Sustaining Excellence, an "invitation only" tool for high-performing schools. Notre Dame Prep has also been recognized with other external awards, the RMI Manufacturing Award and the Daily Record Readers' Choice Award, just to name a few. Finally, the Baltimore Sun recently named the school a "Top Workplace," an honor NDP has enjoyed each year since the program's inception in 2011.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Academic excellence remains a key component of Notre Dame’s mission. The 21st century learning skills of collaboration, communication, creativity, and critical thinking are central to our program, grades 6-12. As a Catholic, independent college preparatory school, NDP’s core curriculum is comprised of English, Math, Religion, Science and Social Studies, with certificate programs and numerous electives offered as well. As previously mentioned, all courses offered at Notre Dame Preparatory School are geared for college preparation. Each year 100% of our students graduate and are accepted to the nation’s top colleges and universities. The curriculum at NDP is based on national standards, and our faculty stays abreast of the current instructional strategies as well as the trends at the higher-level institutions. Our external annual assessment results show that our students are more than aptly prepared for studies at the collegiate level, as they continually perform above the state and national norms.

1b. Reading/English language arts

The English program, grades 6-12, is based on the standards of the National Council of Teachers of English, and include all four strands of language: listening, speaking, reading, and writing. In grades six, seven, and eight, the courses are designed to enrich and extend the skills learned in elementary school while developing mastery of the English language. Teachers encourage students to make connections among reading, thinking, and writing. The program includes the study of a variety of literary texts (novels, short stories, plays, poetry, and nonfiction), as well as an emphasis on grammar and vocabulary to ensure strong writing. Novels are chosen thematically to build students’ understanding of the human experience. In sixth grade, students study “extraordinary women.” Seventh graders explore stereotypes and coming-of-age novels, and eighth graders focus on texts which address global issues and the nature of humanity in the modern age. Infused into the six-through-12 curriculum is a writing program which ranges from fundamental grammatical construction to sophisticated college-level research assignments. Effective expository writing is the primary focus; however, the curriculum also offers opportunities for creative writing. In grades 9-12, English course offerings include college preparatory, honors, and Advanced Placement. Within the Grade 9 English curriculum, the course introduces the student to the short story, drama, novel, mythology, and poetry as literary genres with emphasis on reading comprehension and the application of literary terminology. Students also concentrate on essential grammar and vocabulary. Writing skills range from paragraph development through introductory essay writing and include creative writing as well as controlled research projects. In Grade 10, the emphasis in the college preparatory course of study is on American Literature. Using a chronological approach, students examine American poetry, drama, and prose, including several novels. Writing includes review of the comparison/contrast essay and serious study of the critical analysis essay. Grammar focuses on aspects of usage; vocabulary development is provided through both literary content and separate study. As students move into Grade 11, the focus of study moves to masterpieces of British literature and the historical circumstances surrounding each. Students are guided in the development of their critical thinking through class discussion and written assignments. Studies include readings from a variety of authors, literary analyses of their ideas and techniques, and an introduction to writing a college-level research paper according to MLA standards. Finally, the Grade 12 curriculum requires that all students: read and analyze challenging literature; refine their critical thinking skills as they respond to the literature; hone their writing skills in response to literature and to life; refine their collaboration and speaking skills through class discussion and group projects; research thoroughly and ethically and present the results of their research in professional MLA format; and engage in activities designed to foster their creativity in response to the literature being studied. Seniors explore literature of interest through two semester-long courses, one to be taken in the fall semester and the other in the spring. Semester-long courses include Shakespearean Drama, African American Women’s Literature, and Modern and Contemporary Writers to name a few. All courses require close reading of all assigned works and include quizzes, tests, short essays, an independent literary analysis paper, and a 6-8 page research paper in

MLA format or a project of comparable scope and value. The English Department also sponsors an online newspaper and literary magazine, as well as electives in creative writing and drama.

1c. Mathematics

The Mathematics program at Notre Dame Prep challenges each student in her ability to think critically, to problem solve, and to learn to communicate and reason mathematically in a quickly changing technological world. The math curriculum in grades 6-12 is thoughtfully planned and designed to meet the current National Council of Teachers of Mathematics (NCTM) standards for teaching math in both the middle and upper grades. The Mathematics Department is committed to helping students develop appropriate skills in and understanding of mathematics as the language of science and research. All classes, from 6th-grade math through calculus, solve problems by applying math to real-world situations. Math teachers incorporate current technologies such as graphing calculators, computers and specialized software throughout the curriculum as needed to support skill development and understanding of concepts. The department also seeks to encourage students to appreciate the beauty and fun of mathematics through participation in activities such as the Maryland Mathematics League, problem-of-the-month challenges, and celebrations, such as Pi Day. Students begin in sixth grade studying the types of numbers and their operations and extend their knowledge to other disciplines to promote an appreciation of math. In seventh grade, students' progress to Pre-Algebra or Algebra while continuing to practice and extend their knowledge promoting confidence. In eighth grade students' progress to Topics in Algebra, Algebra I, or Geometry promoting confidence and mastery while building a solid foundation for the Upper Level math program. Mathematics is integral to the Middle Level STEAM program which emphasizes hands-on, project-based learning. As students move to the Upper Level (grades 9-12), the progression moves from Algebra to Calculus, with a variety of courses available to the students, including Algebra I, Algebra II, Geometry, Analytic Geometry, Math Modeling, Trigonometry, Pre-Calculus, Calculus, Statistics, AP Statistics, AP Calculus I, and AP Calculus II. All students are required to take four years of math in high school. Within the course of study, teachers have invited outside speakers to visit classes and present on the world of mathematics beyond the classroom. Such visits have included accountants, business entrepreneurs, engineers, statisticians, and stock brokers, who speak on their real-world experiences and the importance and value of math in their worlds.

1d. Science

Notre Dame Prep's Science program is designed to instill in its students a deep understanding and appreciation of their natural world; to create a sense of the interdependence of life; and to encourage contributions to future achievements in scientific fields. The science curriculum, grades 6-12, is based on the Science National Standards. The Middle Level science program (grades 6-8) begins with an introduction to the scientific method and measurement techniques as a basis for the next several years of scientific study. Sixth-grade students examine the diversity of life through a survey of living things and environmental issues as well as explore physical science through a study of sound and light. In seventh grade, the students study cell structure and function, cell processes, systems of the human body and genetics. A more advanced understanding of the scientific method is developed through experimentation. Eighth-grade students study motion, forces, simple machines, matter, energy, atoms and the periodic table. In the Upper Level, Biology, Chemistry, Physics, Forensic Science, Environmental Science, Anatomy and Physiology, Introduction to Engineering, Design and Build Engineering, AP Biology, AP Chemistry, AP Environmental, and AP Physics are offered. Most recently, the Science curriculum in grades 11-12 has initiated several semester courses to allow students the opportunity to expand and explore other areas of interest, including semester courses in: Introduction to Sports Medicine; Ecology; Global Environmental Issues; Genetics of Biology; and Infectious Disease. Science and mathematics are integrated in class and lab work. Students demonstrate proficiency in the use of the scientific method in lab experiments and written reports. NDP students typically choose to study beyond the required three science courses for graduation. Additionally, NDP maintains a vibrant National Science Honor Society chapter, and many students have participated in programs such as NASA Space Camp, the Johns Hopkins Women's Science Consortium, and much more.

1e. Social studies/history/civic learning and engagement

Through the Social Studies Curriculum, students explore historical and current events and ideas which continue to shape our world. The curriculum, grades 6-12, is based on National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment. Sixth-grade students study world geography, learn map skills, and gather knowledge about the diverse and rich cultures of our planet. Seventh-grade students study world history, from ancient civilizations to feudal Europe. In grade eight, students focus on American History, examining the development of our nation from colonization to the 21st century. As the students move into the Upper Level the following courses are offered: in grade 9, the students study World Cultures; in grades 10 and 11, the students take a much deeper look at American History; and in grade 12 many students often choose from the numerous electives offered: Women's Studies; Economics; Psychology; AP Geography, AP US Government, AP US History, and AP Economics. Service learning curricula is included in AP Geography and one sophomore history class, bringing to life NDP's academic and justice mission pillars. The Social Studies Department encourages lively classroom discussion and enhances lectures with research activities and independent study. In addition to classroom study, social studies students attend field trips to museums, Gettysburg, and Washington, DC. The department sponsors a Youth in Government Club, which allows students to participate in mock legislative assemblies, and Mock Trial, in which students compete in mock judicial events. It is noted that over the past 8 years, NDP students have consistently held leadership positions at the Youth and Government conference, held in Maryland's capital of Annapolis. NDP also participates in the YMCA Model UN Program, which serves more than 2,000 young people annually across the Mid-Atlantic United States (spanning from New York to DC). Students develop their debate skills and find their voice by representing a nation in one of the many committees or assemblies. This one-of-a-kind conference brings together servant leadership, public speaking, and global problem-solving to help build the global leaders of tomorrow, today. Finally, as an SSND sponsored school, NDP students have had the opportunity to participate at the United Nations in New York with the School Sister of Notre Dame UN NGO Representative. What an amazing and unique opportunity that has been for our students!

1f. For secondary schools:

In each core academic area, advanced placement courses are offered to provide students with the opportunity to experience college level work. Currently, NDP offers 26 Advanced Placement courses. Classroom seminars are also woven into the instructional program to give our students the experience of college. Most recently, NDP has partnered with Notre Dame of Maryland University to offer dual enrollment that encompasses several of our advanced academic courses. Within our College Counseling curriculum, students participate in seminar classes. Topics that are touched upon include: the right college fit and how to research colleges; Naviance, our online college search and application system; developing an SAT/ACT strategy; discussion of college essays; engaging in Naviance's career explorer to help students explore college majors and possible career paths; preparing for college visits and interviews; researching the cost of a college education and the exploration of various scholarships and financial aid; and making a decision once the college acceptances begin to arrive.

Preparing students and families for the college selection and application process is a four-year process. During the student's freshman year, she is assigned both an academic/personal counselor and a college counselor who follow her for four consecutive years. This collaborative approach ensures that each student has the most comprehensive academic, personal and college preparatory program available in any high school setting. In addition, a learning resource specialist supports students who have documented learning disabilities and/or who are experiencing academic difficulties in more than one subject. Notre Dame Prep College Counselors work to ensure that NDP students receive the most comprehensive and current assistance regarding the college application and decision process. By attending national professional conferences, seminars, and workshops, they are well informed on topics such as financial aid, college admissions and NCAA eligibility standards. They meet regularly with high school counselors from area independent schools sharing information regarding trends in college admissions. During the year, the college counselors frequently visit college admissions offices to discuss current admissions trends, university admissions requirements, D-1 athletics, financial aid resources, and scholarship programs.

Academic excellence is central to Notre Dame Preparatory School's mission. Yet not all learning occurs in school. As mentioned previously, the "Women in"... or WIN Experience places students in career settings so they may explore interests and apply classroom learning to real work and real-world experiences. Begun in 2006 with a focus on health-related careers, WIN has expanded to include opportunities in business and law, with additional opportunities in the Humanities and STEAM fields as well. To date, more than 2,000 girls have had a WIN experience, with more expected each year as new career tracks are added. All Notre Dame Prep Upper Level students, with placement preference to rising seniors, are eligible to participate in WIN. A host of mentors, including NDP parents, alumnae, and friends, sponsor opportunities ranging from half-day to two-week shadow experiences to full-time, unpaid internships. WIN training provides life skills in addition to content enrichment. In advance of their placement, students take a workplace etiquette seminar learning about real-world expectations about proper work attire, conduct, and manners.

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

2. Other Curriculum Areas:

Visual and performing arts, physical education, foreign language, technology, religion, as well as two unique and distinct programs, humanities and STEAM, are very much a part of the amazing curriculum offered at NDP in both the Middle and Upper Levels. Each of these academic areas utilize the National Standards for their content as they design the curriculum for each course.

Essential to the growth and development of all students, the NDP ML and UL Arts programs offer an array of opportunities for students to pursue their love of the visual and/or performing arts. Visual communication, creativity, innovation, and collaboration serve as the pillar of each unit. In the Middle Level, this sequential program focuses on the process and understanding of a variety of media and techniques, art history, cultural context, and concepts. In Performing Arts, all Middle Level students participate three times a week in their choice of band, strings, chorus, hand bells, piano (Grade 6 only), or dance (Grades 7 and 8 only). These groups offer an opportunity for students to develop their technical, academic, and expressive skills while working with the group toward the common goal of a polished performance. In the Upper Level, students may elect to participate in credited music courses in Band, Orchestra, Chorus, Piano, Guitar, Music Technology, and Music Appreciation. Students in both levels may also participate in an extra-curricular program for private lessons. Dance is available to students in the Upper Level. Performing arts students have many opportunities to showcase their talent in school plays, concerts, and other special events. In any given year, NDP performers receive accolades at music adjudications and theater recognition programs. Integral to the NDP curriculum, the four-year sequential art program at the Upper Level provides the stimulation, encouragement, and enhancement of the creative, disciplined potential of each student. By offering courses in various media, NDP gives each student the opportunity to have a range of art, music, and dance experiences and to pursue continued study of art, music, and dance in consecutive years. Students have access to a graphics art lab, music labs, and a dance studio where they can explore technological possibilities in the arts fields. These opportunities will abound with the new Innovation Wing, which opened in January 2020 and which offers more labs and studios in which to create and discover the arts.

NDP believes Foreign Language study is essential to a student's preparation for high school and college. The acquisition of second languages – and, in turn, knowledge of new cultures – not only makes the student more of a global citizen, but also gives her better insight into her own language. In the Middle Level, students begin their language study in sixth grade with an Introduction to Latin as part of the Romance Language Program. In grades seven and eight, students choose to begin French I, Spanish I, or continue in the Romance Language Program (seventh grade Romance Language includes Introduction to Spanish and Italian; eighth grade Romance Language includes Introduction to French) that emphasizes speaking, writing, reading, and listening skills. High school Chinese is available for Middle Level students who demonstrate advanced ability. Students also study culture, customs, and geography. As students move into the Upper Level, they are required to take three consecutive years of a foreign language, either French, Spanish, or Chinese. Many students continue to pursue either a fourth year of foreign language in grade 12; in addition, often a grade 12 student decides to take a year of a foreign language new to them. With the addition of Chinese courses, many students have opted for such scheduling. Within the past four years, NDP has

offered a Bi-Literacy certificate to students who have pursued more than one language during their years at NDP. All students work in the school's Language Center that contains 41 internet-connected computers, and a listening and speaking area.

NDP's Physical Education and athletics programs reflect the school philosophy that students must develop not only academically, but also physically and creatively as well. Our physical education classes, team sports, and intramurals allow students to learn self-discipline and control, the value of teamwork and mutual respect, and appreciation of personal accomplishment. The Middle Level Physical Education Program includes instruction in fitness-based sport education units of basketball, field hockey, soccer, softball, and volleyball. The swimming course follows the goals and objectives of the Swim America program. The Physical Education Department also sponsors a Synchronized Grade 8 Swim Show, Middle Level Field Day, and intramurals through the Middle Level Spirit Association. In the Upper Level students are required to take Physical Education each of their four years, during which the students develop a wellness attitude as they progress through the grades. Additionally, students have the opportunity to select from a variety of courses: Swimming, Aerobics, Water sports, Group Exercise, Fitness, and Aquatics.

Technology at Notre Dame Prep centers on the belief that sensible technology—that is technology that advances learning goals—can enhance teaching, motivate learning, and prepare students to meet the technological demands of higher education and the workplace. Faculty and students use technology to develop meaningful skills, such as communication, collaboration, creativity, critical thinking, and problem solving. Throughout our campus-wide wireless environment, the integration of technology is woven into the NDP curriculum, and students receive a state-of-the-art education adaptable to whatever path their lives take after graduation. In the Middle Level, students participate in the Bring Your Own Laptop (BYOL) program. During the Middle Level Innovate and Design Time (IDT) program, the grade 6 students participate in introduction to technology and informational literacy learning that is scheduled for the first several weeks of school. This allows all students to become familiar with the technology available as well as the expectations and proper uses of such technology. The Upper Level is a fully implemented wireless laptop learning environment. All incoming grade 9 students and off grade Upper Level students are required to attend a three-day summer laptop camp and orientation. Additionally, all grade 9 students participate in a technology class that utilizes the campus-wide Whipple Hill platform.

A cornerstone of NDP is our Catholic identity. The Middle and Upper Level Religious Studies programs are a journey of faith covering Hebrew and Christian scriptures, and Catholic beliefs and practices. The program combines academics and spirituality to challenge the students to foster Catholic identity and relate it to today's culture. This curriculum serves as an opportunity for students to understand the Catholic heritage, to become aware and appreciate others' beliefs, to recognize the importance of local service and global justice in their daily lives, and to build a spiritual foundation for years to come.

Two other unique and interdisciplinary curriculum programs offered to our students are:

The Bette Ellis O'Connor Humanities Program engages curious and creative students with the curriculum in an interdisciplinary manner. Students explore the ways in which the world has been interconnected historically and becomes even more so. Once the student is accepted into the program, she enrolls in classes during her sophomore, junior, and senior years. These courses integrate curricula traditionally separated into different classes. Students in the Humanities Program have the chance to study the relations between literature and religion in the prevailing historical conditions.

NDP's unique, interdisciplinary approach to Science, Technology, Engineering, Art and Mathematics (STEAM) provides an age-appropriate, gender-specific program for girls. The purpose of the program is to create awareness, spark interest, and build confidence in girls for STEAM subjects. In addition to our outstanding Science, Mathematics, Art and Technology Departments, NDP offers students the opportunity to discover and pursue engineering studies, during which process and project-based learning is promoted. In the Middle Level, engineering concepts are integrated into math and science classes, and students take a variety of classes in the Innovate and Design Time Program, including: (Grade 6) Digital Design, Logic & Game Theory, Technology & Information Literacy, World Music; (Grade 7) Computer Coding, Digital Communications & Media, Forensic Science, Architecture & Engineering; (Grade 8) Arts Capstone, 3D

Printing & Physical Computing, Hand Bell Ensemble, Robotics. In the Upper Level, Introduction to Engineering is offered to sophomores, and juniors and seniors may study Design/Build Engineering as well as a host of other courses in the related areas of Science, Math, Art and Technology. A sampling of these courses include: Forensics, Introduction to Sports Medicine, Global Environmental Issues, Genetics of Biotech, Infectious Disease, and Ecology/Evolution.

3. Academic Supports:

3a. Students performing below grade level

Ensuring high levels of student learning, engagement and achievement are fundamental at Notre Dame Preparatory School. As mentioned previously, unique to NDP is a multi-phased approach to learning which meets student needs and challenges them in each subject. If a student is not achieving on or above standards, a meeting is immediately scheduled with her guidance counselor. A full-time counselor is available at the Middle Level, with several full-time counselors at the Upper Level. If necessary, referrals for additional testing and resources are requested through the Learning Resource Specialists, who work both with the Middle and Upper Level students. Students also have the opportunity to meet individually with our dedicated faculty members before, after, or during the school day on their “frees” to address those areas of need and support. Beginning in 2019-2020, a full-time Reading Specialist was hired to work with grade 6 and grade 9 students who are identified from recent assessment scores to be below grade level in the area of reading. The goal of this new reading program is to provide support and strategies utilizing the Lindamood Bell Visualizing and Verbalizing program. At the conclusion of the school year, all students receiving additional support and resources are re-assessed and discussion occurs as to the future needs of each student moving forward. As committed educators, NDP faculty continuously strives to meet the needs of all of our students. In that vein, faculty members are constantly researching and implementing the most successful strategies as they look to differentiate their instruction. This, of course, varies amongst the academic departments. A few examples of how the instruction may be modified for students based on their learning strengths may include: Prezi presentations from the students (peer-to-peer teaching); mini-lessons on a particular skill, thus chunking the material; project-based assessments; flipped learning on specific topics; and the use of music to share a newly acquired concept, just to name a few. Additionally, the NDP faculty engage in peer observations to learn new strategies or new types of assessment. Our Learning Resource Specialists also work with our faculty on strategies and interventions that can be used within their classroom environments.

3b. Students performing above grade level

As NDP is a high performing school, as indicated by our assessment results and our most recent recognition through the Middle States Association of Secondary Schools, we continue to explore ways to reach beyond what we have always done. Enhancing curriculum are: supplemental resources such as outside speakers who visit NDP and bring their expertise to our students; online resources which enhance the learning in the classroom; and opportunities for students to participate in off-campus experiences which enable the students to apply their learning in the real-world. In the Upper Level, students also take the PSAT assessment during their sophomore and junior years, thus giving them exposure to the official SAT. Results are analyzed by members of the school’s College Counseling office and the Principal. Test representatives are also invited in to speak with the students and parents on what the results mean and if there are particular areas to be focused upon for improvement. As evidenced in NDP’s standardized assessment results, both at the Middle and Upper Level, our students continue to achieve above state and national mean scores on the IOWA (given at the Middle Level) and on the SAT, ACT, and AP (given in the Upper Level). These standardized assessment scores are constantly reviewed and analyzed to ensure that our girls continue to achieve above the state and national averages in all areas. In addition to the standardized assessments given, NDP faculty utilize a variety of other assessments to evaluate the achievement of the students. Technology at NDP centers on the belief that it is utilized to enhance learning, motivate learning, and prepare students to meet the technological demands of higher education and the workplace. Faculty members use technology to help students develop meaningful skills, such as communication, collaboration, creativity, and critical thinking. Teachers and students use computers in their instruction and day-to-day communication through Whipple Hill. This platform allows tools like wikis, blogs, discussion boards, journals, and file sharing, as well as

instant access to homework and class lessons. All students have access both on campus and at home to the myriad of paid-subscription research databases through our Library Department. Additionally, interactive projectors in classrooms and labs allow teachers to develop lessons that provide hands-on, creative problem solving and exploration for all types of learners.

3c. Special education

As previously shared, Notre Dame Prep offers a myriad of resources to students who have learning challenges at both the Middle Level and Upper Level. Those students who have official documentation for their learning challenges obtain an individual learning plan upon entry to NDP. This plan is reviewed, agreed upon and signed by the student, the parent/guardian, and the school representative, which in most cases is the Learning Resource Specialist. Once signed, this plan is then shared with the teachers with whom the student will be working. Teachers are kept up to date on what accommodations need to be put into place, within the classroom setting, in order to help the student meet with success. Accommodations may include preferential seating, extended time testing, power point presentations from instructors, large-print documents, and modified assignments and quizzes/exams. In addition, a few examples of how the instruction may be modified for students based on their learning strengths/areas of need may include: chunking the material; books on tape; utilizing special notetaking software; project-based assessments; and the use of music to share a newly acquired concept, just to name a few. Faculty and staff are always staying abreast of the newest research-based practices, so that they may provide the very best education for each and every student at NDP. Most recently, a formal Reading Program has been established and a certified Reading Specialist hired to work with students entering NDP in grade 6 and grade 9 who may be reading below grade level. Utilizing the research-based reading program, Lindamood Bell Reading Program, the Reading Specialist, is able to move the students through a process of "verbalizing and visualizing" to increase their comprehension ability. This program is designed to work both directly one-on-one and push into the classroom to support students and teachers in the area of reading.

3d. ELLs, if a special program or intervention is offered

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Notre Dame Preparatory School (NDP), our mission is to inspire, educate, challenge, and support each of our students in an environment that is “loving, just, and wise” so that each young lady may reach her full potential and transform the world.

NDP’s academic program provides both the essential skill development and rigorous curriculum required for our girls to gain admission into and succeed in the world’s leading colleges and universities. A personalized education, through our unique phasing system, provides the breadth and depth of core courses, which are enhanced through art, music, physical education, and other opportunities.

Co-curricular life in both the Middle Level and Upper Level teems with activities that foster passions, uncover interests, and cultivate friendships for life. Faith formation, an extensive service program, countless clubs (over 40+), beloved traditions, and competitive athletics combine to complement the academic program and to provide an experience that nurtures the mind, body, and spirit.

Students are supported in numerous ways here at NDP so they may learn and grow in a safe environment. Whether it be from the teacher who comes in early to meet before class; the moderator of the student club who spends evening hours assisting in the set up for a special event; or the learning resource specialist providing the extra resources to ensure that the student meets with success on an upcoming test. Not to mention our amazing counseling department which is there to support our girls academically, socially and emotionally. Intentionally restructured several years ago, the Counseling Department put into place college counselors and personal counselors, thus providing students with expert support: academically, socially and emotionally. Our faculty and staff are committed to providing our girls the very best day in and day out. Our students are witness to this ongoing commitment and they, in turn, are engaged and motivated to do their best and be their best. Their achievements are shared with all in the NDP community through social media, in-school announcements, parent e-bulletin, and special awards at an end-of-the-year awards assembly.

NDP students take on incredible leadership roles both in and out of the school building. A hallmark of NDP, the Women In... (WIN) program places students in career settings so that they may pursue interests and apply classroom instruction to real-world work. Students explore career possibilities, gain work experience, and become global citizens. Alumnae, parents, and business partners have provided nearly 2,000 students with placements in the past 10 years in science/medicine, law, math, business, and engineering, among other areas. These opportunities have proven to have a positive impact on student success.

Often, you may hear a student or faculty/staff member saying, “There is a spirit about this place.” That spirit is one of love—love of God, love of faculty/staff, love of families, love for one another, and most importantly love for our girls.

2. Engaging Families and Community:

Notre Dame Preparatory School values the ongoing relationships with its families, alumnae, Board members, local businesses, and members of the community at large.

Throughout the school year, numerous opportunities exist for families to participate in school life. Parent events and activities allow parents to get to know each other. The Parents' Association, Friends of the Arts, and the Booster Club, tap parent leaders while other activities, such as volunteering in the school store, engage parents in day-to-day school life. Parent representatives are also identified for each grade level.

In addition to the traditional activities requiring parental and family involvement, such as Back to School Nights and Conference Nights, NDP has intentionally included both parents and students in the school’s

strategic planning process over the past several years. In one of its evaluation reviews, NDP was commended for the way in which it involves both the families at NDP as well as partners with the various community members. Having both students and parents participate in the strategic planning process is one way to further communication and assist in moving the strategic plan forward.

With regards to other modes of communication, parents are informed of their students' academic achievements or challenges in a variety of ways, including the movement to online grades that NDP initiated several years ago. At the Middle Level, students and parents have access to grades at all times, thus in real time. At the Upper Level, the students have access to their grades at all times, however, we encourage parents to spend time with their daughters discussing how they are achieving in their particular courses of study. Electronic progress reports and report cards are provided every four weeks to all students and parents. Additionally, if a student either at the Upper Level or Middle Level is struggling in any particular subject area, the teacher will communicate with the student to set up times to meet to discuss ways to overcome the area of difficulty. Additionally, the Counseling Department reviews all progress reports and report cards, and if necessary, referrals are then made to the full-time Learning Resource Specialist and additional support is also provided.

Other modes of communication include our newly updated website, with various portals so that parents and students may access information at a moment's notice. In addition, a weekly e-bulletin is sent to all families and faculty/staff keeping them abreast of all the latest news. In the event of an emergency, our school has Robo-call/text/email capabilities. Our full-time Director of Communications is committed to ensuring that all the NDP community is aware of the many achievements of our students, faculty and staff, as well as information needed throughout the year.

Community involvement has also proven successful in many of our academic programs. Each year, engineers from Northrup Grumman visit with Middle Level students to introduce them to the profession of engineering, explain the opportunities for women, and provide hands-on activities. Many other visitors have come to the NDP campus to share their wealth of knowledge and talents with the entire student body. Through our alumnae engagement manager, brown bag lunches have been coordinated to allow students to hear of various professional experiences from our many alums, who are out transforming the world in amazing ways.

3. Creating Professional Culture:

Ongoing professional development of faculty, staff, and administration is an integral component at Notre Dame Preparatory School. Both in and out of the schoolhouse, our faculty, staff, and administrators are constantly exploring ways to hone their craft. This reality ensures that NDP employees remain at the top of their respective fields. In fact, faculty and staff are asked to include professional development as part of their annual goals.

The NDP Board of Trustees generously supports Professional Development that allows our faculty, staff, and administration to participate in and, in many cases, present at professional conferences, locally and nationally. Over the years, our faculty, staff and administrators have participated in the annual national conferences sponsored by the various academic organizations, such as the National Conference of English Teachers and the National Association of Science Teachers, as well as in conjunction with our inclusivity efforts, the National Association of Independent School's People of Color Conference. In fact, this year, in addition to our faculty/staff and administrators attending, several students attended this national conference.

In addition to the support of the Board and the initiative of our faculty, staff, and administrators, our employees also take advantage of the many online professional development opportunities that are provided either free of charge or at a nominal fee. Again, these learning experiences are ones that our faculty, staff, and administration put immediately into action within their classroom or offices.

Within the NDP "schoolhouse", faculty have participated in a variety of PD opportunities, including peer-to-peer and presentations from guest speakers. Topics have ranged from micro-aggressions to alleviating student stress to new technology software and more.

Numerous faculty have attended local, regional, and national conferences in the various academic areas. In addition, presentations have been encouraged and many of our NDP faculty and staff have been invited to present to their peers. For example, in October 2019, our Director of Service and our Art Department Chair were invited to present at the National Coalition for Girls' School (NCGS) Symposium. Their presentation on Service Learning entitled, "Art as Transformation: Inspiring Students to Become World Changers through the Power of Service Learning", received rave reviews and the local director of the NCGS indicated that this program is very much unique to the high school level. Additionally, at the national level, our Director of Communications, presented on marketing and communications issues at the National Catholic Educational Association Annual Conferences in 2019 and 2020.

In terms of supporting student learning and aligning with academic standards, all of the professional development activities expose our faculty, staff and administrators to best practices, which enhance classroom instruction, and the psycho-social trends affecting young people today. Whether the topic is on brain-based learning, 21st century skills, the latest on how to best use a particular software program, or how to best address social media challenges, our faculty, staff, and administrators are committed to their life-long learning and ultimately sharing this in the most effective way with their NDP students and colleagues.

4. School Leadership:

Notre Dame Preparatory School is owned and operated by the School Sisters of Notre Dame (SSND) and is governed by a Board of Trustees. There are two administrative teams providing management of the school: the Leadership Team and the Headmistress Council. During the 2018-19 school year, the structure of the leadership team was re-evaluated and thus a new structure is in place beginning this current school year, 2019-20, with the addition of a new position, that of an Upper Level Director.

The Leadership Team, consists of the Headmistress, the Executive Director of Academics/Principal, the Upper Level Director and the Middle Level Director. The Headmistress is the chief executive of the school, responsible for the religious tone, educational direction, and financial viability. The Executive Director of Academics/Principal reports directly to the Headmistress and is responsible to her for the educational program. Both the Upper and Middle Level Directors report directly to the Executive Director of Academics/Principal and work to support and ensure that the academic quality, religious tone, and development of students correspond with the mission of Notre Dame Preparatory School. Additionally, reporting to the Upper Level Director are: the Upper Level Dean of Students and an Upper Level Academic Dean. The Upper Level Dean of Students oversees the areas of student activities and the implementation of the discipline policy in accordance with the mission of NDP. The Academic Dean, who also teaches, works closely with the Upper Level Director to oversee the academic quality of the school program. They serve as a liaison between all members of the Executive Director of Academics/Principal's staff and function in collaboration with the Academic Department Chairs. Through weekly group and individual meetings, the members of the Leadership Team work closely to oversee the decisions on day-to-day matters pertaining to academics and student life.

Each week, the Executive Director of Academics/Principal also meets individually with those who report directly to her: Upper Level and Middle Level Directors, Director of Counseling, Director of STEAM, the Athletic Director, and the Coordinators of the Strategic Plan. Within these meetings, discussions are held regarding individual student performance, data analysis of most recent assessments or report card grades, class schedules, resource needs, and much more. Ultimately, the goal is to provide whatever is needed that will continue to ensure the academic success and achievement of each and every student at NDP.

In addition to these meetings, the Executive Director of Academics/Principal meets weekly with the Headmistress. During this time, the Executive Director of Academics/Principal updates the Headmistress on all aspects of the academic program, which would include, but not be limited to, the students, the faculty, the parents, resources, etc. It is through this timely ongoing collaboration and communication that NDP can identify and celebrate those areas of strength and address any areas of need in order to make appropriate decisions that focus on what is in the best interest of the students.

The other administrative body at NDP is the Headmistress Council consisting of those individuals who report directly to the Headmistress, including the directors of Admissions, Advancement, Communication, Finance and Facilities, and Technology, as well as the Executive Director of Academics/Principal. Together this group, along with the Headmistress, meet weekly to address those institutional matters related to planning, marketing, fundraising, and the like. Strategic issues for both the present and future of the institution are discussed as this group collaborates on larger institutional projects and continuously strives to keep NDP on the cutting edge and forward thinking.

Supporting these groups is the Academic Council. The Academic Council is responsible for advising the Leadership Team on issues of academic policy and may be called upon to propose changes. Members of Academic Council include: the Leadership Team, the Academic Department Chairs, and elected at-large faculty representatives from both the Middle and Upper Levels. The work of the Academic Council is concerned with, but not limited to, the following: coordinating programs and practices impacting all academic departments; furthering the development of the curriculum and initiating new academic programs; integration of technology into instruction; and studying and promoting new trends and methods in education. Members of Academic Council meet on a monthly basis as does each academic department.

Each of the aforementioned groups is committed to ensuring that the policies, programs, relationships, and resources are always focused on what is in the best interest of the students at Notre Dame Preparatory School.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Rooted in tradition, contemporary in education.

These words capture the essence of Notre Dame Preparatory School's educational philosophy ever since its founding in 1873. In short, the school draws from core values of transformational education to ensure that whatever the generation, students receive the education that will enable them to grow intellectually and morally so they may, in whatever capacity they pursue, change the world.

Today, more than ever, NDP is influencing an educational landscape that holds many opportunities—some known and some yet to be discovered—for young people. Responding to our world's need for global citizens who can think creatively, apply learned knowledge to real-world problems, and communicate and collaborate effectively, the school has undertaken "Limitless", a record-breaking \$10 million initiative that is transforming our campus and enhancing educational possibilities for the students of today and tomorrow.

The "Limitless" initiative supported the construction of our new state-of-the art Innovation Wing and scholarships for deserving students. This new Innovation Wing is a hub of interdisciplinary learning and will support educators as they leverage NDP's already-strong STEAM (Science-Technology-Engineering-Art-Math) and Humanities (liberal arts) curricula, fostering cross-pollination among departments and specialized STEAM studies.

The Innovation Wing is a natural culmination of NDP's long-standing efforts at STEAM education and interdisciplinary instruction in all grades. Based on research conducted at the Rhode Island School of Design, beginning in 2010, NDP intentionally added art ("A") to STEM instruction recognizing that creativity and clear expression are integral to both STEM fields and intellectual development. This commitment led to dedicated STEAM spaces and curricula for Upper Level and Middle Level students, including an ML Innovation Lab; a UL STEAM Center (moved to a state-of-the-art Fabrication Lab in the Innovation Wing); Innovate and Design Time for middle schoolers; local and national STEAM competitions; a multi-track STEAM certificate program for high schoolers; regular STEAM challenges and design projects for all grades; and extensive internship and experiential learning program. Early on, dedicated STEAM Coordinators were added at both the Middle and Upper Levels. In 2019-2020, the Middle Level STEAM Coordinator was named STEAM Director to oversee a comprehensive, grade 6-12 program that prepares our youngest students for high school STEAM subjects and our high schoolers for college and career paths, some of which are not yet identified.

The Innovation Wing provides state-of-the-art spaces for biomedical studies, fine art, design, architecture, computer coding, cybersecurity, and more. In addition, and probably most foundational to NDP's history of strong liberal arts instruction, it houses our Bette Ellis O'Connor Humanities program, co-locating the Upper Level English, Social Studies, and Religion Departments. The physical placement of humanities and STEAM instruction fosters an interdisciplinary, multi-view mindset that young people will need to navigate fast-paced and ever-changing educational, economic, societal, and global environments.

Our world needs young people who can think creatively, tackle problems adroitly, and maintain a cooperative mindset that welcomes both left and right-brained thinking in all situations. The work to be conducted in our Innovation Wing fosters such a mindset, as well as real-world skills. This commitment to education anchors our "roots" allowing our vision to expand and evolve to address the world's "contemporary" needs.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

3. What is the educational cost per student? \$17830
(School budget divided by enrollment)

4. What is the average financial aid per student? \$6100

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 13%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 43%