

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

[] Public or [X] Non-public

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

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

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

School Mailing Address 2224 East 3rd Street
(If address is P.O. Box, also include street address.)

City Bloomington State IN Zip Code+4 (9 digits total) 47401-5399

County Monroe

Telephone (812) 336-5853 Fax (812) 349-0300

Web site/URL https://school.stcharlesbloomington.org E-mail mpaskash@stcharlesbloomington.org

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Brian Disney E-mail bdisney@archindy.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Indianapolis Tel. (317) 236-1430

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Suzie Abram
(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.

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

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

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

PART II - DEMOGRAPHIC DATA

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

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

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

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

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

☐ Urban (city or town)
☒ Suburban
☐ Rural

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

Grade	# of Students
PreK	40
K	38
1	31
2	37
3	30
4	43
5	35
6	39
7	24
8	32
9	0
10	0
11	0
12 or higher	0
Total Students	349

*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):
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 2 % Black or African American
 - 10 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 77 % White
 - 7 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 5%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2021	349
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

Spanish, Vietnamese, German, Polish, Chin, Italian, Turkish, Korean, Ibo, Arabic, Chinese

English Language Learners (ELL) in the school: 9 %
31 Total number ELL

7. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 21

8. Students receiving special education services with an IEP: 9 %
Total number of students served 33

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

<u>0</u> Autism	<u>3</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

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

10. Number of years the principal has been in the position at this school: 7

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	93%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes ☒ No

If yes, select the year in which your school received the award. 2001

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

With Jesus Christ as our guide, we teach our children by enriching the mind, body, and spirit. Through our esteemed academics, arts, and athletic programs, our students achieve their personal best in a safe, supportive, respectful, and family-oriented environment.

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

<https://school.stcharlesbloomington.org/>

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

PART III – SCHOOL OVERVIEW

St. Charles School has been in continuous operation since September 11, 1922. The school was founded by the Sisters of Providence from St. Mary-of-the-Woods, Indiana. A staff of both lay and religious persons served the school until the Sisters of Providence left in 1986.

Since that time, a lay faculty and staff, in conjunction with the St. Charles Church pastor and the St. Charles School Commission, have been responsible for the administration and operation of the school.

The first St. Charles School was located at the corner of Third and Dunn Streets. New “modern” facilities at the present site opened in February of 1958. These facilities adequately served the school’s needs until 1992 when enrollment increased at all grade levels, and middle grades were added. From 1989 to 1999 enrollment increased by over 150%. At that time, two modular units were leased and later purchased to house four additional classrooms. A 1.6 million dollar expansion, financed by St. Charles Parish, was completed in August of 1996. The new addition included nine classrooms, a multipurpose room, used as a gym and cafeteria, and administrative offices.

A three-year parish capital campaign entitled “Rooted in Faith, Challenged to Grow” was undertaken in the summer of 1996. Contributions to this campaign from parishioners, school families, and members of the greater Bloomington community financed several capital projects including a school renovation and upgrades.

In 1998 the cafeteria space was renovated and converted into an art room and a middle school science lab. An addition to the gym was created in 2002 to provide much needed storage space and to house the music/band room. In 2008, all traces of asbestos were removed in the entire building. In 2009, new windows were installed in the original school building and a centralized HVAC system was installed.

Since 2015, the school has utilized grants and parish support to convert to LED lighting and classroom HVAC units in the newer addition. Improvements to the gym include an AV system, wall mounted bleachers, and lunch tables for improved community interaction. The school safety improvements include external and internal security cameras, a renovated parking lot with reconfigured student drop off and pick up, and the installation of security graphic film on windows and doors.

Many academic advancements were made since 2009 by implementing online formative and standardized assessments. The school has also moved to an online system for parent communications and report cards.

The Resource Department has been expanded to include a licensed teacher as the Resource Coordinator, two reading specialists, middle school resource teacher, a school counselor, and resource para educator. The Local Education Agency (LEA) provides a speech and language pathologist and a Title 1 teacher on a part time basis.

At the parish level, students share their gifts by leading Sunday Masses, supporting students at St. Jerome School in Kapeka, Uganda, and by providing an annual parish pancake breakfast. Teachers and support staff members serve the parish by providing weekly religious education classes for parish children and Sunday School lessons for parish children ages 3-7. St. Charles is a leader in service to our local community by sponsoring multiple annual community service projects. The St. Charles Holiday Food Drive for United Ministries has broken all community records several years in a row. Our student-led “Alexandra’s Army,” provides annual donations to the regional Hoosier Hills Food Bank and has been awarded the student Virtues Vision and Valor Award by The National Catholic Educators Association for 2022-2023. From assisted living pen pals, to collecting socks for veterans, St. Charles School works tirelessly to be of service to others.

St. Charles School believes it is an honor and privilege to be able to use the gifts that God has blessed us with. Working together daily, students and all staff members develop their leadership skills and intellect, live each day with gratitude and honor, and celebrate our treasured school and faith traditions. Faith,

Leadership, Intellect, Gratitude, Honor, Tradition, our FLIGHT acronym, lives within our school every day and students learn to be leaders and to excel in every area of their lives.

St. Charles School College Day, begun in 2014, is a highly anticipated annual event for St. Charles high school seniors who return to St. Charles each spring to speak to our students and describe their high school careers. Since the inception of this College Day program, our Alumni have earned \$7,175,624 in college scholarships. In addition, 6 of the past 24 Monroe County Eli Lilly Scholarship recipients have been St. Charles School graduates. This prestigious scholarship annually offers a fully funded, four year Indiana college scholarship for two county residents. Through academic and athletic excellence, as well as continuing service to others, St. Charles graduates live our school's core values of academic excellence and service to others.

For 100 years St. Charles School has stood as a beacon of excellence in our community by providing an exceptional education and working to improve our world, one child at a time.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

St. Charles School utilizes a comprehensive Language Arts curriculum from Preschool through 8th grade. This program focuses on Spelling, Phonemic Awareness, Phonics, Reading, Speaking and Listening Skills, Fluency, Vocabulary, Comprehension, Grammar, and Writing.

Kindergarten through eighth grade students are assessed at the beginning of each school year in Early Literacy or Reading depending on grade level. Test results are analyzed and each student's strengths and weaknesses are identified in order to differentiate instruction levels. Additionally, students are reassessed quarterly to evaluate progress, and adjustments are made to ensure their continued growth. Prospective kindergarteners and students interested in enrolling in St. Charles School are assessed prior to enrollment to determine readiness and appropriate grade level to ensure their success.

Instructional techniques for the students are based upon individual educational plans and specific learning needs, with interventions for students both below and significantly above grade level. The Resource Department utilizes licensed teachers and paraeducators assigned to specific classrooms to assist students with their specific learning needs. All of the school's educators work hard to establish personal rapport with every student. This enables our educators to key into each child's personal style of learning. Our students have established strong relationships with their teachers, as well as our Resource Team. Students work diligently to achieve their goals.

St. Charles School strictly adheres to Indiana State Standards and Archdiocese Standards. Our English/Language Arts program was chosen to align closely with these specific standards. Student progress for Kindergarten - grade 3 are evaluated using a standards based report card. Students in grades 4 - 8 earn percentage points for accuracy utilizing the Archdiocese of Indianapolis grading scale.

St. Charles School chooses to focus on the development of the whole child. A strong early literacy focus allows students to become more successful in other academic areas due to their high language arts abilities. Preschool students focus on early literacy skills by participating in a curriculum based on pre reading, letter recognition, phonemic awareness, rhyme and repetition, reading aloud, enriched vocabulary, make-it and read-it books, acting out stories, comprehension and early writing. Primary Elementary students continue in this curriculum with additional focus on phonics, as well as spelling, grammar, reading, reading comprehension, and writing. Intermediate Elementary students continue with an emphasis on vocabulary acquisition skills, reading comprehension strategies, speaking and listening skills, all while working to refine and improve their writing skills.

Middle School English Language Arts builds on students' reading, writing, speaking, and listening skills in preparation for high school and the world beyond. Academic rigor and expectations become more demanding as students progress through each grade. Students are expected to read, reflect upon, and respond critically to various diverse informational texts and literature. Socratic Seminars, technology, and hands-on book projects allow students to become more confident in their powerful voices and communication skills. Students write narrative, expository, persuasive, argumentative, multi-genre essays, and poetry. Grammar, vocabulary, and spelling are also incorporated into writing, including participation in a school spelling bee. St. Charles School highly values reading for academic success and for personal enjoyment. All of the teachers work hard to create a love for lifelong learning.

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

At St. Charles School, the mathematics instruction follows the same curriculum throughout the primary and intermediate years. This curriculum, written to fully support Indiana State standards, combines 21st-century educational technology with modern content, dynamic interactives, and a variety of instructional videos to

engage today's digital narratives.

K-8 students are assessed quarterly with the STAR Math assessments by Renaissance Learning. The results of these assessments are consistently analyzed by the school leadership and resource department teams to assure that all students are reaching school, district, and state benchmarks and making adequate progress. These benchmarks help teachers support local response to intervention strategies per building and grade level, are used for longitudinal reporting, and to verify that students are on track for successful state testing.

Differentiation occurs in grades 1-3, with tier 2 response in the form of small group intervention. Students are split into groups based on STAR test scores as well as formative and summative assessments. These assessments include daily exit tickets, homework assignments, chapter check ups, reviews, and exams. Small group instruction supports students and ensures that all students receive individualized instruction, enrichment work, reinforcement, and remediation of concepts.

Differentiated instruction is supplemented schoolwide through the use of the IXL Learning platform. IXL allows students to practice skills at their own pace and level. It is also used as a student tool to reteach concepts, provide reinforcement, and to enrich learning throughout the year. It is used as homework support. Students are supported by receiving individualized instruction and remediation by para educators. With the many supports offered at St. Charles School, all students are able to engage in higher-order thinking through problem-solving and real-world application, regardless of academic level.

Middle school students are assessed in the 5th grade and assigned to leveled middle school math classes based on demonstrated ability. The Indiana Learning and Readiness Network (ILEARN) scores, Renaissance STAR scores, academic progress reports, and teacher recommendations (based on work ethic, participation, assignment completion, and organization skills) are all used to determine the appropriate math level for each student. 6th grade math consists of an on-grade level course and an accelerated class. Each year, the students are re-evaluated to ensure they are working within their zone of proximal development. Seventh grade offers pre-algebra and accelerated pre-algebra. Eighth grade includes Math 8, Algebra 1, and Geometry. Students that complete Algebra 1 and/or Honors Geometry have an option to take these courses for high school credit.

Within the grade 6-8 classrooms, both formal and informal assessments are utilized. The students engage daily in math warm-ups that are designed to provide a spiral review and practice of challenging lessons. The students also receive fluency checks on each topic before advancing in the curriculum. Formal chapter quizzes are followed by an assessment at the end of the unit. To prepare for high school/college, the students are given semester projects and/or assessments. Sixth and seventh grades are assigned midterm and final projects, while eighth grade is assigned midterm and final exams.

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

St. Charles students in grades K-8 attend dedicated science classes in a lab setting with a licensed science teacher multiple times per week. Using a nationally recognized, hands-on science program, students design experiments, read scientific research, study models, participate in role-play & debates, and complete projects to help them discover the nature of science, learn science content, and experience the relevance of science in today's world. K-5 utilizes the University of Berkley Full Option Science System (F.O.S.S.) that aligns with the Indiana State Academic Standards and Next Generation Standards. Middle school students utilize the Science Education for Public Understanding Program (SEPUP) and Lab-aids curriculum. Physical science content includes forces, energy, motion, waves, and chemistry. Earth science content includes geology, space, and weather. Life science content includes ecology, structures of living things, cell biology, genetics, and evolution. The school's science curriculum is further enhanced by outdoor learning projects including the Monarch Watch Certified Monarch Waystation, pollinator gardens, National Wildlife Federation Certified Schoolyard Habitat, and organic vegetable gardens. Students participate in special science-related field trips (i.e. Indiana University Arboretum tree identification, Indiana State Museum geology STEM (Science Technology Engineering and Technology) course, Indianapolis Zoo, Bradford Woods Overnight Ecology Camp, Cincinnati Museum space course, and the Newport Aquarium).

Formative assessments for all grade levels include notebook checks and lab analyses. Teachers continually monitor students for understanding while actively engaging with students during investigations. A sampling of projects from each grade level includes 1st grade Animal Habitat, 2nd grade 3D Landform Model, 3rd grade Leaf Collection, 4th grade Endangered Species Poster, 5th grade Science Fair, 6th grade Invasive Species Presentation, 7th grade Disease Comic Strip, and 8th grade Pedigree Project. Unit tests and quizzes provide summative assessment data. Teachers differentiate to meet the needs of diverse learners by encouraging students to perform a variety of roles in group investigations.

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

The Social Studies curriculum varies by grade level, with an appropriate textbook series for primary, intermediate, and middle school grade levels. Teachers craft lessons around specific standards to ensure all state standards are met in an academic year. All grade levels teach lessons with corresponding assignments that are directly connected to specific standards. The middle school level adopted We the People curriculum, in which discussion-based problems are presented where students collaborate to find common ground. For example, student groups represent different interest groups, then present their perspectives to a group playing the role of a Congressman.

Instructional approaches vary from classroom to classroom. Students may collaborate with partners or in small groups for some assignments. Some curricula offer audio books, supplemental videos, and book excerpts for increased comprehension of some topics. Additional online supplements may be offered to reinforce map skills and other class concepts. Field trips and other enrichment opportunities are planned based on standards and grade level curriculum. Field trips include Washington DC (8th grade), the Indiana State House (4th grade), and the Indiana University School of Law (5th grade). This year the 4th grade class was one of only 9 schools invited to the Indiana State House to celebrate our states 206th birthday. During this trip students had the opportunity to listen to speeches from the Indiana Governor, Chief Justice, and Representatives.

Differentiated instruction may be utilized based on ISP (Individual Service Plan) status, or merely the observation of need. Accommodations made for these students include: “chunking” vocabulary definitions into small choice parameters, highlighting or underlining key terms and main ideas when taking notes, and permitting use of study guides on tests.

Weekly checks and lesson assessments help teachers check student understanding. This is done in the form of textbook generated worksheets or packets, exit tickets, Google Forms, short answer questions, or typed paragraphs and essays. Various assessment forms are used depending upon the lesson and grade level: essays, unit quizzes and tests, as well as short answer questions. Scores from standardized tests and class grades are used to determine student placement in middle school.

During the pandemic, examples of instructional modifications include: completing assignments from home using Google Classroom and the capability of live lessons on Google Meet. This allowed students to actively participate in school while at home. In addition, teachers offered students and parents online office hours in order to communicate more efficiently during single day and extended absences.

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

The St. Charles middle school program provides many opportunities for students entering high school to learn strong leadership skills, a sense of responsibility in their community, strong academic and career readiness skills, as well as academic credits to strengthen their college readiness. Middle school students are offered frequent leadership opportunities both in the school and with the parish, including participating in Student Council, serving as buddies to the younger students, participating in community service projects and class fundraising events, as well as leading all-school assemblies and religious services.

Seventh and eighth grade students choose from a variety of semester-long elective courses offered in art and music. Students have a required number of electives in each of these areas to complete by eighth grade graduation. After these requirements are met, additional opportunities for art and music electives are

available to the students, which allows for a more personal choice and focus.

Seventh and eighth grade students also choose from a variety of semester-long technology courses, including LEGO Mindstorms EV3 Robotics. These courses require students to work in teams to solve challenges and persevere while troubleshooting coding bugs. The Engineering courses include 3D print design, prototyping, and an electrical engineering section, including creating a project for an electric vehicle using a breadboard and micro bit. Web Development and JavaScript courses promote confidence and career readiness.

Middle school students have the opportunity to earn three high school credits. Students are able to take Algebra 1 and Spanish 1 during the regular school day in order to earn high school credit and to accelerate into higher level high school courses. Honors Geometry is offered as an additional accelerated class to qualifying 8th graders, meeting three times weekly. This course allows students to enter Honors Algebra 2 as a high school freshman.

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

St. Charles Preschool is a play based program in which the children participate in a variety of learning opportunities across the curriculum.

Daily prayer is incorporated in both formal and informal settings. Children learn basic Catholic prayers, Catholic religious holidays, and gain an awareness of God's presence in ourselves, others, and the world.

The math curriculum consists of counting, sorting, classifying, sequencing, patterning, shapes and numeral recognition, manipulation of various objects for number value, and grouping. Daily calendar and days of the week and months of the year are part of the daily routine.

Pre-reading, an integral part of the curriculum, is based on letter recognition, phonemic awareness, rhyme and repetition, reading aloud, enriched vocabulary, make-it and read-it books, acting out stories, comprehension, and early writing.

Social Studies learning about cultural diversity, different places in the world, stories from other cultures, and cultural celebrations of holidays. Presidents, Martin Luther King, American landmarks and holidays, civil rights, and civic responsibility introduce students to American history and culture.

Exploring various science themes throughout the year allows students to learn about the many science disciplines. Themes include health and hygiene, safety, life cycles, animals, plants, ecology, space, oceans and sea life, and weather.

Music includes daily circle time with a set group of songs, rhymes, and prayer. Preschool attends music class with the licensed music teacher once a week and performs a preschool Spring Concert every year. Using musical repetition students are able to retain much of what is taught.

Developing social skills by working cooperatively, sharing, listening, following directions, getting along with others, and using language that helps solve problems, students learn to be successful in a class setting. Welcoming others to an activity, positivity and kind words, following what Jesus teaches, and learning empathy for others helps the students learn to be good friends and good citizens.

Preschool and Kindergarten teachers share their curriculum expectations so that the preschool program is aligned with the academic standards of Kindergarten. Preschool children of various levels, ages, and abilities, develop a basic understanding of what is expected in a school setting, including hallways and the playground. St. Charles preschool students demonstrate a more positive transition and academic success because of the familiarity with the teachers and physical environment. This early childhood learning experience is invaluable for school readiness and student success.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Preschool through sixth-grade Art classes meet weekly for thirty to fifty minutes. Middle school students take Art as an elective. Classes meet two to three times a week for forty minutes. Art electives include drawing, painting, and sculpture. Art lessons are designed and developed around specific artistic methods and core artists. Students learn about an artist's life, history, and style before beginning their art piece which is created with that particular artist style in mind. Student artwork is showcased throughout the year at various events.

Music and Art follow Indiana and National Core Arts Standards.

Kindergarten through fourth grade Music occurs three times a week. Teachers use the Kodály music education methodology, emphasizing basic music education knowledge and concepts, such as rhythm and pitch. Students begin formal choral and instrumental music instruction in fifth grade. Musical concepts through published music are taught in an ensemble setting. Annual performances for all students in grades K-8 are offered.

Music and art build skills such as self-awareness, collaboration, and responsibility. Students are delighted to be invited to participate in events around Indiana to showcase their talents.

2b. Physical education/health/nutrition

The Physical Education (P.E.) program serves students ages 2 years through 8th grade. All full day students attend P.E. twice per week. Preschool and elementary classes have 30 minute class periods and grades 6th through 8th have 40 minute class periods. Students are introduced to a multitude of team/individual sports and experience a variety of fitness based activities. Students showcase different movement skills at the annual Gym Show, a culminating event of Catholic Schools Week in late winter. Throughout the entire program, students are given opportunities to work on team building and other social and emotional skills. A key part of the program is to help students create a positive team dynamic amongst their peers. Students graduate with a clear understanding of the physical, mental, and social value of physical activity.

Health Education is offered within the class schedule of 6th-8th graders. Sixth grade students have Health class one time per week for 40 minutes. Students in grades 7 and 8 participate in Health class two times per week for 40 minutes. Topics of focus include: maintaining positive relationships, conflict resolution, refusal skills, recognizing peer pressure, drug/substance abuse, nutrition, benefits of physical activity, stress management, positive social interactions, digital citizenship, and communication skills. Methods of instruction include role playing scenarios, class discussion, small group work and project based activities. Health class serves as a medium to discuss and teach valuable life skills.

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

Middle school is the perfect time to expose students to a diverse curriculum, enabling them to find their strengths and their interests. It is for this reason that the foreign language program at St. Charles School offers students a safe and comfortable environment to explore a new language. St. Charles School is fortunate to offer Spanish as a second language class for all middle school students. In sixth grade, students participate in three 40 minute weekly classes. They receive an introductory course of Spanish that covers basic vocabulary words, phrases and common expressions, and very basic grammatical structures. Seventh and eighth grade students receive four 40 minute weekly classes. During these two years, students cover the curriculum required for Indiana Academic Standards for World Languages. This allows students to receive high school credit for Spanish I. The main goal at this level is for students to learn to communicate in a mid/high novice Spanish level. Students also learn about the Latin American and Hispanic cultures, and make connections and comparisons with their English language and culture.

2d. Technology/library/media

At St. Charles School, designated Media classes for Technology and Library skills are included for all grade levels. Preschool receives 30 minutes weekly of library instruction time. Kindergarten through 5th grade receive one hour of Library and Technology classes, 6th grade receives 45 minutes of technology, and 7th and 8th grade students are required to take two semester-long technology electives that occur every other school day for 45 minutes. While students in 6th through 8th grade do not have designated class time in the library, they have full access to library materials, and are encouraged to utilize the library resources during study hall and home room. With the library coordinator, students are exposed to a variety of authors, illustrators, and genres. Students learn how to navigate the different sections of the library, enabling them to locate their selections independently. Through technology class, students build on their career readiness skills by becoming proficient in typing, coding, digital citizenship, and productivity tools including Google Suites. During this time, the technology teacher explicitly teaches skills and then students are given opportunities to practice and be formatively assessed as they work. Students are summatively assessed at the end of a project or unit.

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

St. Charles School offers a variety of other curriculum supporting programs and services to its student population.

St. Charles School utilizes several faith-based programs to connect with their students' faith life across the Preschool -8th grade curriculum. The Circle of Grace program encourages students to have a positive relationship with each other and with God. The Virtue of the Month, utilizing a Virtue in Action, recognizes students who live the monthly designated virtue. All students participate in daily prayers, recite the school pledge, attend weekly Mass, and gather together during holy days and liturgical events, such as Stations of the Cross, Rosary, and May Crowning.

Our Covid-19 response to social-emotional learning (SEL) created an opportunity to incorporate the biblical version of Friendzy for both our religious and SEL needs. Friendzy is a school-wide SEL program that is implemented monthly in preschool through 8th grade. This program provides written and online materials designed to engage students in each lesson and level. Teachers have access to manuals, as well as a plethora of online resources. This program supports character development by leading students to grow in emotional awareness, positive thinking, developing a growth mindset, and maintaining positive relationships.

Readable English (RE) is offered to below grade level readers, starting in third grade. RE uses systematic phonics and phonemic awareness to increase fluency and comprehension through a unique markup that assists students in reading the written word, without changing the spelling. The teacher supports students by helping them sound out words and providing positive feedback. The goal of this program is to assist students with reading challenges to develop into confident and independent readers.

The school also offers a garden club, youth group, a middle school musical, and various summer camps in athletics, robotics, technology, and for child care.

3. Academic Supports

3a. Students performing below grade level:

Students that are achieving below grade level are identified through internal Star reading and math assessments. All students also receive an Observation Survey of Early Literacy Achievement for primary students, Developmental Reading Assessment 2 (DRA) for elementary students, and classroom performance reports for middle school students.

In addition to supported learning of their grade level curricula in their same-age peer groups, learners below grade level also receive small group and one-on-one instruction. Instructional strategies including Orton-Gillingham, Readable English, Reading Recovery strategies, guided reading, vocabulary support, individual writing tutorials, and reinforcement or reteaching of grade-level math facts and math operations, as well as instruction in prerequisite foundational math facts and operations are offered. Assessment data and

classroom performance are used to determine groupings for intensive remediation and to plan the sequence and scope for all support provided to students.

Primary students receive instruction in the multi sensory Orton-Gillingham Reading Program and instruction in various reading strategies to help them improve their reading and writing levels. Based on their needs, intermediate students will continue with Orton-Gillingham, reading strategies, and vocabulary development. Readable English may be added as an additional access point to decoding and fluency. With the increased academic demands of middle school curricula, the instructional team provides math, writing, vocabulary, and reading interventions determined by students' curricular assignments as well as their individual needs and strengths. Intervention time is often used for engaging students on a deeper level with classroom texts.

Resource teachers work with classroom teachers to develop and implement classroom accommodations as appropriate for students; they assist with delivering accommodations on standardized assessments as established in students' Individualized Education Plans or Choice Scholarship Education Plans.

3b. Students performing above grade level:

St. Charles strives to challenge all students, including those who are achieving above grade level. Using formative and summative assessments, class observations, and daily classroom progress, teachers identify students who benefit from differentiated instruction. Teachers collaborate with grade-level and grade-band teachers to share best practices to deepen learning for high-achieving students.

Various strategies and assessments are used to differentiate instruction, including small groups, one-on-one instruction by teachers and instructional aides, project-based learning, online programs such as Reading Eggs and IXL, and ability based homework assignments. To increase high-achieving students' critical thinking skills, teachers utilize problem based learning and higher-order thinking in all subject areas. Teachers utilize Lexile scores and DRA levels to provide challenging texts in Social Studies and Reading. High-achieving math students are given the opportunity to collaborate in weekly STEM challenges. Pre and post tests are used to guide instruction and curriculum acceleration.

Beginning in middle school, students are grouped by ability in all core subjects which allows teachers to instruct the high-achieving students in ways that deepen their understanding of the material. Students who successfully complete Algebra I, Honors Geometry, and/or Spanish I enter high school with 3 possible credits.

Teachers utilize programs such as Rocket Math, Words their Way, Readworks, Reading A-Z and grade-level curriculum extensions to allow high-achieving students to move through math and reading curriculum at their own pace. Teachers also utilize teaching models that allow for high ability students to complete accelerated work in the classroom among their peers. This often leads to students performing academic tasks well above grade level. These strategies are effective in challenging students as evidenced by STAR and ILEARN scores. St. Charles students continually perform well above state benchmarks.

St. Charles utilizes various programs, strategies, and methods to ensure high-achieving students grow and excel in all academic areas.

3c. Students with disabilities:

The school's resource department has experienced tremendous growth in the past two years. The resource department currently employs nine teachers and para educators, all working diligently to provide the environment and guidance that each student needs. The resource coordinator serves as the primary liaison between the school, the Local Education Agency (LEA), and the parents. The resource team is responsible for scheduling, collecting data, attending all case conferences, and reporting back to the administration, teachers, and parents. A licensed reading specialist works primarily with students that have a Specific Learning Disability in reading. The teacher is able to provide various ongoing assessments for the students in order to best determine their reading level and academic growth each year. Another resource teacher focuses on in-class instruction for students in K-5. In addition, a new supplemental reading program was

piloted and implemented to address learning loss during Covid-19. This program has provided students with a unique tool to become more effective and efficient readers. The middle school's licensed Spanish teacher also provides support for students that are bilingual and who may be struggling with grade level reading and writing. This provides a bridge between Spanish and English vocabulary acquisition, which improves reading fluency and comprehension. With two middle school resource teachers, the school is able to support special education students, as well as any other middle school student struggling academically by offering a resource period four days a week. St. Charles School partners with our local LEA to provide a Title I teacher, a Speech/Language Pathologist, and a Paraeducator. The school's resource department currently serves 30+ students with Individualized Service Plans, as well as providing services to students within the regular classroom setting with one-on-one remediation, small group settings, and resource classes for middle school students.

St. Charles is equipped with an elevator and escape chairs. The 1996 addition is ADA compliant.

3d. English Language Learners:

St. Charles School welcomes and serves learners from diverse language backgrounds by delivering grade-level content with native English-speaking peers and a variety of student supports. The dual-language resource teacher provides classroom support for learning vocabulary, abstract concepts, discourse, classroom instructions, and foundational content at individual skill levels. Working within classroom lessons, the teachers parallel teach languages and reinforce the English Learners' (ELs') grasp of what is taught.

Interventions including after-school tutoring each week utilizing the school's Title III funds. Science, math, and social studies specific picture dictionaries with illustrations and terms are provided for academic content support. A licensed, certified Title III tutor delivers instruction in phonics, vocabulary development and reading fluency to primary grade ELs. Further vocabulary and reading support, math fact and math operations support are provided to intermediate grade ELs. Additional support is offered to ELs in science instruction, reading comprehension, study skills, and with written assignments. The Title III tutor also utilizes a variety of research based strategies to support the students with knowledge of their written home/first language. The use of semantic and concept definition maps from the Sheltered Instruction Observation Protocol (SIOP) Model of language instruction and similar research-based professional courses in balanced literacy instruction are integral to this program.

In middle school, think-aloud and thesis-focused conversation along with tutor-led dialog make up the writing workshop model and support required essay-writing in world geography, American history, and literature, as well as English speaking skills at the higher discourse level. The tutor supports students in identifying and navigating required evidence from the curriculum and wider research resources. For assigned oral presentations, the tutor rehearses the essay-based or slide-based presentation with the students. Research projects are modified when not culturally feasible in the family situation. Resource teachers advocate for student needs in the classes when writing is expected to be completed at a faster pace.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

St. Charles keeps students engaged and motivated by offering College Day, a program in which high school seniors return to St. Charles to share how their time at St. Charles School prepared them for the academic, social, and emotional rigor of high school. The high school students speak with current grade 5-8 students about the benefits of participating in a more rigorous academic environment during their St. Charles elementary and middle school experience. A common theme expressed each year is how well St. Charles prepared them to be successful academically and as leaders in high school and beyond.

St. Charles offers Student Council positions for students in grades 6-8. Every spring, students apply for various leadership positions and are elected by staff and their peers. During the year, Student Council offers activities and events such as pep rallies, fundraisers, and other daily improvement motivational videos for the student body. These events directly improve student and staff morale.

Field Trips at St. Charles are directly connected to the curriculum of each specific grade level. Teachers ensure the field trip experiences are enhanced by students' prior knowledge or reinforce later concepts. These motivate students to be more engaged during classroom lessons and the field trip experiences.

St. Charles teachers utilize a variety of teaching modalities to ensure students are engaged in learning. Students read from textbooks, participate in discussions, and take various forms of notes. Students also work as partners or in groups to accomplish tasks, and are offered flexible seating options. Students are assessed in a variety of ways, such as exit tickets, poster projects, dioramas, oral and written tests, oral presentations, and technology-driven tasks.

During Covid-19, St. Charles teachers continued to offer virtual field trips and virtual pep rallies as a form of morale-boosting and community building. Teachers supported students by helping build self-motivation during remote/hybrid learning. These supports included individual check-ins, live and pre-recorded lessons, and virtual group discussions.

Each month, teachers nominate one student from their classroom that demonstrates the Virtue of the Month. These virtues range from humility to studiousness and students are very excited to hear their names announced over the intercom. Winning students receive a certificate that explains why they were nominated, as well as small treats and prizes. This monthly award helps students feel they are valued members of the school community. Similarly, teachers can nominate other teachers who demonstrate success in their classrooms. These teachers are also announced over the intercom, and students are quite excited to hear their teacher's name announced.

2. Engaging Families and Community:

There are multifaceted school strategies employed when working with family and community members. St. Charles School enjoys a positive relationship with many local businesses. By building mutually beneficial partnerships, students, families, and businesses have the opportunity to come together for the common goal of student success. The school supports local business by marketing fundraising efforts and offering business recognition for providing monthly student awards and reading incentives. Examples of this include local businesses donating gift cards, free merchandise, and other rewards for students who exhibit positive virtues, academic success, and who set and achieve personal physical goals.

Another component of the school's community success is in providing frequent and varied opportunities for students and their families to give back to our community at large. Students can donate to school wide food drives to benefit local food banks. St. Charles School also has a service club that allows families and students to volunteer time and talent to a multitude of local nonprofit organizations throughout the school year. This type of outreach allows students to see the benefit of helping the greater community and is dedicated to helping students grow into well-rounded adults who are caring, compassionate, and productive

citizens.

The school's proximity to a local major university also allows our students and families opportunities to be enriched through various types of academic and extracurricular activities. Students

interact with volunteer university students in their classrooms which creates a vision of further academic learning for their own futures.

Parents take an active role in everyday learning by volunteering their time in classrooms, on field trips, at lunchtime, and with special school events and celebrations. Seasoned families are paired with new families to build strong relationships and to further promote family connections. Having support from home shows students that they are loved, supported, and valued in their educational journey.

3. Creating Professional Culture:

The school's professional culture is driven by several important factors. Goal setting modeled by the faculty and staff are also utilized in the classroom. Annual professional, student growth, spiritual, and parent engagement goals drive growth throughout the year. Goals are also used to guide meetings and the professional development offered to teachers and staff. Intentional professional development designed to drive student growth, is provided to all teachers during monthly staff meetings and quarterly professional development days. School funded virtual and/or in-person conferences that increase professional knowledge and offer best teaching practices are provided. This creates a culture of growth and fosters a sense of lifelong learning.

The motto, "It's an honor to be a Hawk." is frequently repeated and visible at St. Charles School. It is modeled and lived daily. The school pledge also supports a school culture of treating others with kindness and respect. Teachers and staff exude a positive attitude by modeling collaboration while celebrating milestones. The entire school works together to support each other spiritually and to serve others in the school, parish and local community. St. Charles School offers a sense of a connected community to all who enter.

The school community works to build a positive culture by celebrating student and staff successes. Monthly virtue awards, birthday recognitions, angel friends, secret Santa, and reading buddy programs are just a few of the important ways that people feel appreciated and supported.. By focusing on faith, family, and prayer, the school's leadership team also works to help teachers find balance in their lives.

Utilizing Covid-19 relief federal funding has significantly increased school staffing by adding instructional aides and support for grade level teams. Teachers are now able to delegate clerical tasks and to focus on instruction and student differentiation This funding also increased the use of technology in grades K-8 by providing one-to-one student devices and online learning. Additional professional development and technology support has been added to support teacher technology skills and to enhance student learning.

The school's commitment to community, collaboration, and growth grew during the pandemic. This culture has continued and students are truly reaping the benefits. The school staff has worked hard to ensure that the St. Charles School traditions are thriving and the school's leadership team continues to utilize all available resources to maintain these improvements. Through strong communication, teamwork, and perseverance, the school's entire staff has maintained high academic expectations and has grown to give students even stronger support academically, spiritually, and emotionally.

4. School Leadership:

The school leadership's philosophy and decision process is based upon the scripture verse, "We will stand together, we will serve the Lord." The commitment to serving the Lord means that everyone has a responsibility to value and care for every person and gift that God created. These responsibilities include care of others and our world and by using every talent to its fullest potential. This is most evident in the school's academic excellence and service to others.

School leaders work from a servant leadership philosophy by placing student needs at the forefront of all decisions and actions, so that the growth and well being of everyone is assured. The administrative team places the teachers' needs at the forefront each day in order to ensure that every teacher feels valued and is prepared to provide the very best for their students. Utilizing all available resources to provide the best possible environment and materials for the teachers, as well as quickly resolving issues, demonstrates the value and importance of every person. Support for ongoing professional development for all staff is foundational in the school's strategic plans and for advancing Catholic identity and implementation of best practices for student learning.

The administrative team ensures that school policies, programs, and relationships remain focused on student achievement and growth. This team includes the principal and an elementary and middle school assistant principal. A structured mentoring and buddy teacher program is utilized to provide support for all teachers. Experienced faculty members also assume responsibilities in the areas of the resource department, curriculum development and assessment, technology, preschool/kindergarten enrollment, online grading program and assessment support, social committee, yearbook, and student council.

Faculty and staff meet multiple times each month with additional shared planning times scheduled for grade level teams, departmental groups, all faculty meetings, and for professional development. The administrative team meets weekly to address learning goals, student academic progress, to analyze data, and to address immediate school issues.

Parents support the school in leadership roles through the School Commission, the PTO, and athletics coaching. Regularly scheduled meetings for these groups are conducted to ensure that all areas of the school are making growth and meeting all needs.

During the 2020-2022 school years, the school leadership team adapted to assume the roles of the school's health, sanitation, and safety representatives for the local public health department. A Continuous Learning Plan and a Communicable Disease Outbreak Plan were written, implemented, and enforced by the school's administrative team.

5. Culturally Responsive Teaching and Learning:

All students are accepted, regardless of religious background, and are encouraged to participate during Mass, although non-Catholic students do not participate in the sacraments. All students are encouraged to be leaders at Mass by reading, serving, and sharing their musical gifts, and all students participate in our religious curriculum. Students of various faiths are able to feel like a part of the St. Charles Catholic identity while not needing to commit formally to the Catholic faith. There are students of many different faiths at St. Charles School, including Hebrew, Islamic and non denominational students. These students feel encouraged to share their faith experiences at school.

Students of linguistically diverse cultural backgrounds are supported by staff through ELL support, as needed, inside and out of the classroom. In the school's library, there are many options for accessing children's books in different languages. This supports students in expanding their knowledge of English, while also having content to read for enjoyment.

Bloomington is the home of Indiana University, with a culturally diverse population. As a result, our school library and individual classroom libraries include materials representative of the students at school, including the diverse community around us. Diverse students can see themselves in the stories of fiction and nonfiction books on our library and classroom shelves.

As a Catholic school, we accept Indiana Choice Scholarships and award parish and private scholarships to ensure all students are afforded the opportunity to have a rigorous education. Currently, we have over 100 students benefiting from the Indiana Choice Scholarship program. This number has increased in recent years. It allows students to receive a high-quality education who may have been unable to otherwise.

We celebrate different Christmas traditions from around the world. Students create projects that acknowledge the many different ways Christmas is celebrated. The projects visually represent these various customs. We also encourage students to share their personal holiday traditions and have them celebrated by their peers.

Creating a diverse and inclusive environment provides a welcoming atmosphere for student learning. When students feel safe, secure, and confident, they are more likely to find academic success. St. Charles takes pride in creating a comfortable and accepting classroom experience for all students.

PART VI - STRATEGY FOR EXCELLENCE

Service is at the heart of St. Charles School where it is an Honor to be a St. Charles Hawk. The St. Charles family works together to serve each other, the parish, and larger community. Students work in multi age groups to support and serve each other as Faith and Reading Buddies. The Student Council works hard to support the school's goals by building a school service culture with monthly faculty/staff appreciation days, faith themed monthly student and staff recognition awards, athletic school spirit events, such as Pack the House, student-led all school assemblies, and special annual events.

In the past three years, St. Charles took FLIGHT in ways we never imagined, stretching our wings wide, during the Covid-19 pandemic. Our FLIGHT acronym, Faith, Leadership, Intellect, Gratitude, Honor, and Tradition, was the guiding light as our school relied on our God-given abilities to safely keep our doors open for more in person learning than other surrounding schools. We were able to do this because our school put the needs of others first and living each day as a light to those in our school and community. St. Charles School discovered ways to turn the Covid-19 challenges into blessings. Through federal, state, and local support, our school made tremendous growth academically, technologically, and in physical school improvements. The faculty and staff members demonstrated solidarity and sacrifice in ensuring consistent, strong academic instruction, both online and in person, and by utilizing formative assessments to drive instruction and to provide individualized student support. Through these exceptional efforts, St. Charles students continued to demonstrate excellent academic growth while also receiving support through the new SEL curriculum. Our faculty members rose to the challenge as educators to quickly and effectively implement online learning and one-to-one devices for all students from the beginning of the pandemic, and continue to do so.

Utilizing grants and assistance, St. Charles has demonstrated our commitment to caring for God's creation by reducing our energy consumption with a switch to LED lighting, an energy saving roof replacement, adding a Monarch Butterfly Garden and Way Station, and by constructing an outdoor classroom area.

At St. Charles School, we stand for one another, we care for one another, and we strive daily to use the God-given talents and gifts we have received, to make our school, community, and world a better place. This is St. Charles School, where it is an honor to be a Hawk!

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? \$7510
(School budget divided by enrollment)
4. What is the average financial aid per student? \$1946
5. What percentage of the annual budget is devoted to 2%
scholarship assistance and/or tuition reduction?
6. What percentage of the student body receives 9%
scholarship assistance, including tuition reduction?

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

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

These reports must include:

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

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

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

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

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

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

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