

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. Kate McHugh
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name The Epiphany School
(As it should appear in the official records)

School Mailing Address 234 East 22nd Street
(If address is P.O. Box, also include street address.)

City New York State NY Zip Code+4 (9 digits total) 10010-5699

County New York

Telephone (212) 473-4128 Fax _____

Web site/URL <https://www.theepiphanyschool.org/> E-mail kmchugh@theepiphanyschool.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* Sister Mary Grace Walsh ASCJ E-mail MGWalsh@archny.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of New York Tel. (212) 371-1011

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 Mr. James Hayes
(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	55
K	42
1	34
2	34
3	41
4	31
5	38
6	41
7	45
8	50
9	0
10	0
11	0
12 or higher	0
Total Students	411

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 8 % Asian
 - 1 % Black or African American
 - 10 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 68 % White
 - 13 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: ≤1%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2021	392
(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):

Spanish, French, Ukrainian, Portuguese, Japanese, Korean, Mandarin, Gaelic, and German.

While The Epiphany School does not serve any English Language Learners, a number of our students are multilingual.

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

7. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 2

8. Students receiving special education services with an IEP: 8 %
Total number of students served 31

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>2</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>13</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

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

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

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

	Number of Staff
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	98%	98%	97%	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.

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

To provide an educational environment that inspires academic achievement, fosters spiritual growth, and celebrates the individual. Teachers, administrators, students, and parents partner to ensure a nurturing, supportive, school community.

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

<https://www.theepiphanyschool.org/wp-content/uploads/2022/11/2022-2023-Epiphany-Family-Handbook-1-1.pdf>

Located within the Admission Policies on p.7 of the Handbook.

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

The Epiphany School provides students with an exceptional, value-centered Catholic education that inspires academic success. Located on the east side of Manhattan, with buildings on 22nd, 28th, and 29th Streets, the school serves over 400 students, age 2 through grade 8, representing over 50 zip codes in New York and New Jersey. The school appeals to parents who seek an affordable, academically rigorous education rooted in the Catholic tradition. As some parents have said - academic and life values at a good value. Our mission is to educate the whole child intellectually, spiritually, socially, emotionally, and physically. Fundamental to this mission is the development of children with strong moral and ethical characters who will contribute to society in meaningful ways.

Students and their families participate in community events throughout the school year, including school-wide liturgies, Catholic Youth Organization basketball programs, family dance parties, fundraisers, and service projects. The annual school musical, now in its 37th year, provides nearly 125 students from grades 2-8 the opportunity to work together toward a common goal, gain valuable public speaking and presentation skills, and showcase their talents. It is a highlight of the Epiphany calendar and is frequently attended by alumni, who return to watch the performances, reunite with former teachers, and reminisce. Though not directly a part of the curriculum, these events play a crucial role in allowing our students to grow confident in their abilities, secure in their sense of purpose, and committed to improving the world as moral and ethical citizens. The Epiphany community embraces these events with renewed joy and excitement following their pause during the height of the pandemic.

As a Catholic school, personal integrity is central to all that we do. School leadership trusts that each community member will act in the school and students' best interest. Faculty members are granted freedom to select the instructional techniques and resources that best fit the needs and interests of their students. Parents collaborate with the faculty and administration to plan, design, and execute sports programs, family dances, mock trial teams, the school carnival, and many more events that bring joy to our community. Epiphany's students understand that learning to work together as respectful, kind, open-minded community members is a skill set that outshines nearly all academic skills. The school's principal and vice principals honor genuine, personal interaction. They encourage all community members to admit when challenges occur and to use these moments as catalysts for academic, professional, and social improvement.

Epiphany's faculty is a driving force behind our success. Their commitment to our school and students is unparalleled. Twenty percent of Epiphany's staff are alumni and over eighty-five percent have worked at The Epiphany School for more than five years, with several faculty members having committed over twenty years of their professional life to Epiphany's students. This long-standing commitment to one school has not resulted in complacency. Far from it, Epiphany's teachers regularly seek out professional development opportunities to improve their craft. This desire and commitment to continued education and collective learning was especially evident during recent years when the pandemic forced us to quickly pivot to remote and hybrid instructional models. Epiphany's teachers independently sought out digital resources and attended workshops to learn new pedagogical strategies that best fit their grade and subject. Each useful resource and technique learned was shared with the larger faculty allowing all to benefit and quickly incorporate methods that allowed Epiphany's students to learn, whether in the classroom or at home.

Led by the example of our faculty and parents, who share their many gifts with our school community, Epiphany's students are inspired to use the knowledge, skills, and values they acquire at The Epiphany School to share God's message with others. Graduates continue to top-ranked high schools in and around New York City, confident in their abilities, secure in their sense of purpose, and committed to improving the world as moral and ethical people.

Together, we are The Epiphany School - a tradition of excellence!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The Epiphany School follows the New York State Next Generation English Language Art Standards for all grades. The teachers and administrators use these standards to develop a curriculum that meets the needs of each student. The English Language Arts Program is a rigorous, engaging program that incorporates phonemic awareness, literary analysis, and written expression. A love of literature is instilled in Epiphany's youngest students through daily storytime, parent readers, and active, accessible classroom libraries. In the primary grades, direct instruction that combines phonics, grammar, decoding, and comprehension strategies provides scaffolded support as students develop their reading skills. The use of trade books and lively discussions in leveled book clubs, rather than a traditional whole class textbook, allows students opportunities for growth in oral and written expression. The Upper School ELA curriculum is designed to encourage students to think, listen, and process on an advanced level. The students are taught specific strategies to improve reading comprehension to seamlessly support their transition from learning to read to reading to learn. English language arts classes in grades 4-8 follow an explicit instructional method. Teachers use a variety of literary genres in the creation of lessons that model new skills and engage students in opportunities for guided and independent practice. A close examination of language helps develop students' skills of analysis used across the curriculum. Digital learning platforms such as Nearpod are regularly used to make ELA lessons engaging and interactive. The writing program encourages creative expression through students' short compositions, research projects, and poetry. Through the writing process, the students outline, draft, peer edit, revise, and publish their writing as they learn to communicate ideas, express feelings, state facts, and support opinions with evidence. Spelling, punctuation, and handwriting are learned and applied through the writing process. Literature is studied not solely for appreciation of the author's intent and style but also as a window into different cultures, specific historical periods, and authentic perspectives. English language arts teachers use formative assessments, like exit tickets, homework, class discussion, and Google forms to check for student understanding and inform instruction. Formative assessments are essential for students' success in summative assessments, which teachers utilize at the end of a unit. Summative assessments, which usually take the form of performance-based assessments, like essays and projects, allow students the opportunity to demonstrate their learning and teachers the opportunity to evaluate it.

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

The Epiphany School follows the New York State Next Generation Math Learning Standards for all grades. The Mathematics Program in the Lower School emphasizes instruction in mathematical concepts in both practical and abstract ways. The use of manipulatives across the program allows students to work with concrete problems to encourage the application of math skills in other curriculum areas and to recognize the value and use of these skills in daily life. Students learn to communicate and reason logically to become independent problem solvers. The program seeks to provide students with proficiency in the essential tools for learning and using mathematics: calculation, reading, and analysis, in particular. Computational skills, concepts, and applications are also introduced, reinforced, and extended through an iterative, cyclical design. Problem-solving strategies and applications are formulated and expanded. Students are encouraged to work in groups, devise strategies, test methodologies, evaluate results and revise plans of action. Using formative assessments like Google Forms to obtain immediate feedback on student learning, teachers engage in a combination of whole class, small group, and individual instruction to help each student realize their potential. Summative assessments at the end of each unit allow students to demonstrate an understanding of key mathematical concepts and mastery of the Next Generation Mathematics Learning Standards.

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

The Epiphany School follows the New York State Next Generations Science Standards. The Science Program focuses on exploring the world utilizing the scientific process; natural curiosity and self-directed learning are encouraged. A hands-on constructivist approach in the early grades engages students and allows for independent discovery and learning. Environmental awareness and stewardship of God's creations are integral parts of the program. Field trips are planned that complement and enhance the science curriculum. The Upper School curriculum integrates the three branches of science – life science, physical science, and earth science. Students learn best when actively involved, so an emphasis is put on hands-on investigations and demonstrations that help students to sharpen their observation, processing, problem-solving, and critical-thinking skills. Classes meet in the classroom and the Science Lab, where various hands-on activities encourage a dynamic learning experience. This combination of settings also fosters both traditional and authentic assessments. Since science is constantly evolving, students are encouraged to reach beyond their textbooks and use the internet to stay as current as possible. For context, they are given concrete guidance in understanding the research process and the reliability of outside resources.

The annual Science Fair is the Epiphany School's prime example of inquiry-based learning. Students in grades 4 – 8 are tasked with designing, executing, and analyzing scientific experiments based on real-world experiences or problems. Upper School science teachers engage students through the scientific method and encourage students to work collaboratively with classmates. The students then design experiments to test their unique hypotheses. Each project is presented at the culmination of the young scientists' experiments at the annual Science Fair. The Science Fair is also an excellent example of cross-curricular instruction at Epiphany; students in grades 7 and 8 must write research reports that follow the Modern Language Association's format, taught in English language arts classes.

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

The Epiphany School follows the New York State K-8 Social Studies Framework and the C3 Framework for Social Studies Standards. The focus of the Social Studies Program is first learning to respect and appreciate one's self, family, and community and then studying the history and diversity of the world. In social studies lessons, students explore the world geographically and historically. They make comparisons, consider causes and effects, study historical figures, and begin to realize the importance of their involvement in their communities. Students learn citizenship as they work to monitor classroom rules and then study the electoral process, the branches of government, and how citizens respond to the laws of society. In the upper grades, students learn basic research skills and how to synthesize information from primary and secondary sources when answering document-based questions. While students are assessed on their acquisition of historical knowledge, students are also asked to apply that knowledge in creative assessment assignments, such as engaging in debates, creating original political cartoons, and comparing multiple perspectives on a given historical experience. In these assessments, students can demonstrate that their knowledge has surpassed the rote memorization of key historical facts and advanced to conceptual understanding. The Epiphany School's partnership with The New York Historical Society brings history to life for students in grades Pre-K through 8. Monthly visits from one of The New York Historical Society's educators develop students' critical and historical thinking as they examine replicas of artifacts, paintings, and documents from the museum's extensive collection.

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

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

Epiphany's Early Childhood Center serves students 2-4 years of age and is equipped with bright, spacious classrooms filled with age-appropriate materials and supplies that promote learning and play. The large outdoor playground space provides additional opportunities for strong gross motor development. All aspects of a child's development – physical, cognitive, linguistic, social, and emotional – must be addressed at these early learning levels. Epiphany's early childhood faculty integrate art, music, movement, faith, and interpersonal skills into learning experiences that build foundational literacy, language, math, and inquiry skills. Our knowledgeable and nurturing teachers support our student's inquiries and consistently challenge

them to think further and expand upon their ideas. Students are active learners who gain knowledge by interacting with concrete play objects. Through their actions, they generate hypotheses, predict outcomes, and draw conclusions about the world around them. Vertical alignment of New York State and New York City early childhood learning standards to those used in our Kindergarten and 1st grade classrooms encourages an inquiry-based approach to learning through play and ensures readiness for the next phase of each child's education.

Our early childhood teachers are keenly aware of the importance of modeling interpersonal skills that support each student's social and emotional development. Short stories, songs, and videos frame mini-lessons focused on friendship, sharing, identifying emotions, managing disappointments, and showing empathy. The ultimate goal of Epiphany's early childhood program is to prepare our students for future growth as compassionate, confident, self-directed, and inquiring individuals.

Those who attend Epiphany's early childhood program frequently demonstrate readiness skills that exceed the skill set of students who enter Epiphany for Kindergarten. Beyond the foundational math, literacy, and inquiry skills mastered by the end of PreK, Epiphany's students deeply understand what it means to be a classroom community member. They navigate classroom routines with relative independence, offer assistance to classmates rather than relying solely on the teacher, and show empathy and respect for others. Proficiency in these areas sets the stage for successful academic growth in the early elementary years and beyond.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The Art Program allows students in grades Kindergarten through 8 to express themselves aesthetically while exploring different artistic media. Once a week, for thirty minutes, they are taught basic skills and learn an appreciation for artistic style and composition. Students study a variety of artists and art forms and visit museums around New York City, including The Metropolitan Museum of Art and The Frick Museum. The Art Program develops fine motor skills, inspires creative thinking, and fosters decision-making skills. Student work decorates both Epiphany campuses and is on view to the public during the annual Art Show. The art teacher works closely with other teachers to integrate art across the curriculum.

The Music Program gives students in grades Kindergarten through 8 the opportunity to read music and perform before their classmates and larger audiences. Once a week, for thirty minutes, students explore the curriculum, which includes composition and music theory. Students study traditional and contemporary music and are encouraged to use their musical talents during liturgical services, concerts, and events. Students in grades 2-8 participate in our annual school musical.

2b. Physical education/health/nutrition

Students in grades K through 8 participate in the Physical Education Program once a week for thirty minutes. The program aims to raise the students' awareness of personal fitness. They are encouraged to take good care of their bodies and use them properly. Cooperation and respect are integral to the program, and good sportsmanship is always expected. As part of physical education, the school has an active program of intramural and competitive sports teams in basketball and track.

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

The Modern Language Program is designed to aid students in acquiring a world language effectively. Students are introduced to Spanish in grade 1 and continue their studies through grade 8. Students in the primary grades have one thirty-minute Spanish class weekly, while in the Upper School, students receive instruction during three thirty-minute periods per week. Topic-based lessons dealing with practical situations are designed to develop listening, reading, writing, and speaking proficiency. Hispanic culture and

geography are incorporated where appropriate. Upon completing Epiphany's program, most students have gained a solid foundation to continue their language studies in high school and beyond.

2d. Technology/library/media

Our state-of-the-art technology learning resources allow teachers and students to integrate digital tools into lesson plans and productivity seamlessly. Every classroom is equipped with an Interactive Vibe Board or a RealTouch Display, which allows teachers to incorporate all types of media into their lesson plans and for students to share presentations. Our 1:1 iPad environment facilitates a flipped classroom where our students constantly learn from each other, and MacBooks give teachers the device they need to enhance every student's learning. Classroom digital resources, such as IXL, Khan Academy, and Get More Math, give teachers the information they need to differentiate assignments to meet the needs of each student. The use of Google Classroom promotes communication and clarity. Digital textbooks in grades K - 8 offer more support to learners. Digital novels may allow for the simultaneous translation from Early Modern English to Today's English - but do not eliminate the live performing of Shakespeare's plays in the original text to promote true understanding. Rather than replacing older teaching tools, technology has expanded the menu that our teachers and students can choose from, encouraging collaboration, promoting success, and motivating our students in new ways.

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

The Religious Studies Program explores and deepens each student's relationship with Christ, His Church, and His message. In the early childhood curriculum, students participate in the Catechesis of the Good Shepherd, a Montessori-based program. In the middle and upper grades, students are taught doctrine, experience liturgy and the sacraments, discuss morality, and deepen their prayer life. Each Sunday, students are encouraged to attend the Epiphany Parish Family Mass, which promotes active learning that translates into active faith.

The Guidance program at the Upper School is offered to students in grades 4 - 8 and devotes time to our students' social and emotional learning. Students engage in weekly lessons and activities to build the life skills necessary for the classroom and beyond. Students strengthen study and time management skills but also learn how to foster healthy relationships, manage emotions, and develop healthy identities. Weekly thirty-minute guidance periods provide students with social and emotional support at a pivotal time in their development.

3. Academic Supports

3a. Students performing below grade level:

The Epiphany School uses various assessment data to analyze and improve student and school performance, including the New York State English Language Arts and Mathematics Testing Program. At the beginning of each school year, English language arts and math teachers study this data to plan mini-lessons targeting areas where students struggled to perform at grade level. During the school year, teachers use formative assessments, such as the NWEA MAP Growth Assessment, to track what students are immediately ready to learn. The data from these assessments guide teachers to group students based on similar abilities. Specifically, 8th-grade English language arts teachers group students based on student "Vocabulary Acquisition and Use" scores for targeted small-group vocabulary instruction. Additionally, 6th through 8th grade English language arts teachers individually assign below-level skills based on student learning levels via digital applications, like IXL.

Teachers in all curriculum areas differentiate instruction to improve the skills of students performing below grade level. Specifically, Kindergarten through 4th grade math classes are staffed with two teachers. This allows teachers to divide the students into leveled groups and follow a tiered instructional process. Students with similar learning needs are paired together, and teachers circulate to provide whole group, small group, and individual attention to all students. Math teachers differentiate classwork and homework based on

student learning levels. Epiphany's Upper School math teachers encourage struggling students to view the videos on Khan Academy as a re-teaching differentiation tool.

3b. Students performing above grade level:

The opportunity for more individualized and accelerated math instruction is met by having two teachers in all math classes throughout grades Kindergarten through 4. While there are not two teachers in every math class in grades 5 through 7, a math coach spends anywhere from 180 to 240 minutes each week supporting math instruction in those grades. Students entering eighth grade may be recommended for an accelerated math sequence – Math 9 – a rigorous high school-level Algebra 1 course. In addition to providing advanced mathematics instruction for those students who are ready for it, the Math 9 program reduces the class size of Math 8, allowing for more individualized instruction and enrichment opportunities.

In English Language Arts, students who score above grade level on the MAP assessments are challenged with above-grade-level vocabulary words. Additionally, through platforms like Newsela, teachers make the same content accessible to students on multiple reading levels. Students reading above grade level strengthen their reading and writing skills by encountering new vocabulary and sophisticated sentence structures.

3c. Students with disabilities:

Although students with disabilities only constitute 8% of Epiphany's total student population, teachers and administrators carefully consider the diverse academic needs of these students and the most effective ways to ensure they achieve their educational goals. The 2021 – 2022 New York State testing data for The Epiphany School indicates 95% of General Education students scored a Level 3 or above on the English Language Arts assessment. In contrast, only 82% of Special Education students scored a Level 3 or above. To close this achievement gap, The Epiphany Lower School tiers phonics instruction with the school reading specialist. The reading specialist delivers intervention instruction to grades K – 3, specifically to tier one and two level students. These students are pulled from whole group instruction two times per week for small group intensive lessons. On the 2021-2022 New York State Mathematics assessment, 91% of General Education students scored a Level 3 or above, and only 53% of Special Education Students achieved a Level 3 or above. To close this achievement gap, The Epiphany School faculty work closely with the school's SETSS (Special Education Teacher Support Services) provider to individualize lessons and focus on student weaknesses. The SETSS provider aids in creating and implementing differentiated lessons based on student Individualized Education Plan (IEP) accommodations and modifications, as well as data from state test scores.

3d. English Language Learners:

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The Epiphany School offers an educational setting that encourages academic development, fosters spiritual growth, and celebrates individuals. Administrators, educators, parents, and students work together to inspire a community founded on the principles of service underscored by the Catholic tradition. The school endeavors to instill respect, compassion, and inclusion to build its students' moral and ethical character. The president, principal, and vice principals encourage collaboration among educators and parents to continuously improve the learning experience. Educators at The Epiphany School balance positive reinforcement and constructive feedback for students beginning in the early grades to improve academic student outcomes and prepare students for high school, college, and career readiness.

As structure and balance are imperative to student achievement, the school implements a carefully devised schedule consisting of structured periods of academic learning balanced with periods of physical activity, arts, and socialization. This approach encourages the well-rounded development of the whole child. Student work is exhibited throughout the school buildings celebrating the learning and accomplishments of all children. Students are also encouraged to take ownership of their learning and to take on leadership roles in the school. Students in Grades 4-8 have opportunities to serve as class representatives and officers in the Student Council and share their ideas for school improvements. Students in Preschool through Grade 3 are given weekly classroom jobs to promote the development of community-minded responsibility.

A part-time child psychologist on staff provides social-emotional training and behavioral intervention support. The psychologist works with teachers to coordinate learning plans and facilitate communication between teachers and parents to support their work with students. Students with IESPs receive additional support through SETSS and speech-language therapy sessions during the school day. The SETSS provider and speech-language therapist work with students to provide personalized instruction and techniques that students integrate confidently into their classroom activities. The reading specialist supports struggling readers and helps teachers develop individualized action plans. Holding SETSS, speech-language therapy, and reading remediation sessions on-site allows teachers to communicate regularly with the providers and integrate personalized student strategies into their classrooms. Assistant teachers in preschool through 4th grade classrooms provide additional flexibility with instructional methods and student groupings. Assistant teachers work in partnership with head teachers to ensure that students' physical, social, intellectual, and emotional needs are met.

The Epiphany School prides itself on its “tradition of excellence,” underscored in its commitment to providing students with a nurturing yet challenging environment to pursue educational goals. Our school’s mission is founded in its belief that education should be community-minded and inclusive, with plentiful opportunities for individual exploration that encourage students to serve and engage in the world around them.

2. Engaging Families and Community:

Our school engages families and the community through open and reciprocal lines of communication and community events. The Epiphany School Foundation (ESF) is a nonprofit organization dedicated to augmenting students' spiritual and educational experiences. The ESF works under the direction of the school president, who facilitates strategic planning, fundraising, and community relations in cooperation with the administration. Community involvement is fostered through events emphasizing school spirit. For example, the ESF “Hall of Fame” event honors community members for their contributions toward educational goals and school development. Our annual school auction is planned and executed through collaboration between the ESF, administration, teachers, and The Epiphany Family Association (EFA). Communication and access between and among all stakeholders contribute to the spiritual and educational growth of the Epiphany community.

Teachers and administrators work with the EFA to “help build a strong, vibrant, cohesive school community

through providing free or low-cost school events and activities throughout the year for students, families, and teachers.” For example, the EFA cooperates with the ESF, administrators, and teachers to organize an annual school walkathon. The EFA also communicates with teachers to coordinate parent representatives who assist teachers in planning social activities and organizing field trips aligned with learning objectives. Reciprocal communication and teamwork are essential to the continued success of these programs.

Administrators encourage clear and timely communication between staff members and parents through face-to-face and electronic media. Parents and teachers meet bi-annually to discuss student progress and goals. Teachers are encouraged to keep the lines of communication open to parents through emails and phone calls. Google Classroom updates communicate upcoming events and offer additional resources for parents to support learning at home.

Involvement in our greater community includes partnering with The Epiphany Church to support their Adopt-A-Family Christmas program. Every class at The Epiphany School “adopts” a family through FOX House (a women’s shelter) or STEPS (Steps To End Family Violence) and generously donates holiday gifts and food. The Epiphany School’s Walk joins with Catholic Charities Feeding Our Neighbors food drive campaign on a combined mission to strengthen the community while continuing to sustain excellence in Catholic education. All non-perishable food items collected benefit our neighboring New Yorkers in need. These community events strengthen the bonds between home and school and engage our families in The Epiphany School’s mission.

3. Creating Professional Culture:

The Epiphany School focuses on providing professional development opportunities for teachers and administrators that bolster instructional objectives and offer new ways to challenge existing approaches to teaching. The professional culture goal is to give teachers and administrators resources and enrichment to support their professional growth and development. The Epiphany School’s administration facilitates diversity training for all faculty to support them in effectively engaging students and exploring diverse perspectives and experiences. Throughout the pandemic and today, the principal supports Epiphany’s teachers’ well-being and mental health by providing counseling groups for our teachers led by our school psychologist.

The Epiphany School works in partnership with NWEA, a non-profit assessment system. Administrators and teachers analyze results from the MAP Growth K-12 interim tests, administered several times throughout the school year. The results from the MAP Growth tests provide teachers with information that will motivate data-driven instruction. These reports and analyses help target students’ strengths and weaknesses so teachers can implement differentiated instruction aligned with the student’s current learning needs. Teachers and administrators work together to set long and short-term instructional goals, close learning gaps, and track individual student progress throughout the school year.

The Epiphany School also has an onsite educational technology department that works one-on-one with teachers to find targeted professional development opportunities geared toward the students’ specific needs and interests. The technology department has worked with teachers in implementing the Raz-Kids online reading program, which offers leveled texts paired with curriculum-based English/Language Arts questions. In addition, the technology team works with teachers and administrators to implement the IXL program for student assessment and achievement. These sessions use the students’ results to inform instruction. Specialists demonstrate how results are aligned to grade-level learning standards in Math, English/Language Arts, Science, and Social Studies so teachers can personalize and differentiate instruction according to each student’s needs. This continued, individualized professional support allows educators at The Epiphany School to streamline instruction to enhance student proficiency.

All teachers and administrators at The Epiphany School participate in New York Archdiocesan grade-level meetings led by instructional specialists. These individualized meetings allow instructors from each grade level to analyze and discuss the implementation of learning standards and objectives in meaningful ways. In addition to learning new strategies to communicate learning objectives to students effectively, teachers can collaborate with other educators at their grade level throughout New York State to share high-quality,

evidence-based strategies and practices.

The Epiphany School also offers staff members the autonomy to seek professional development opportunities and postgraduate classes that will be most applicable in their classrooms. Many of our teachers participate in educational programs led by the New York Historical Society and the American Museum of Natural History. Administrators encourage staff members to expand their pedagogical knowledge by making them aware of diverse professional development opportunities so they can broaden their practices and find new tools to promote student achievement.

4. School Leadership:

The Epiphany School emphasizes a leadership philosophy that is founded on the principles of community, collaboration, and trust. The spirit of cooperation is at the heart of the Epiphany community's leadership. Administrators, teachers, parents, students, and community members work in tandem to enhance students' educational experiences. Since the pandemic began, The Epiphany School's leaders have continued to guide instructional approaches and make changes to better meet student needs. Upon returning to in-person school after periods of remote learning, the principal found the students struggled to pay attention during long lessons and were eager for social interaction with their peers. The principal and vice principals collaborated and brainstormed with teachers about how best to support the changing academic and social emotional needs of our students. As a team, the faculty and administrators found success in keeping lessons shorter and activities more collaborative.

The principal cultivates an educational setting that advances the development of each student's needs. The principal's priority is to ensure that all students are supported and challenged in an environment that is geared toward the development of the whole child through physical, emotional, intellectual, social, spiritual, and moral growth. The principal works cooperatively with the vice principals to visit classrooms daily, to observe and provide timely feedback to educators about ways to promote the growth and development of their students. Faculty meetings provide opportunities for administrators and educators to aggregate and disseminate student data while collaborating to share ways to best support the needs of the students. The principal and vice principals structure Town Hall meetings throughout the year, which give them a platform to connect with parents and community members about how The Epiphany School is serving and addressing the needs of its students. In addition, the administration works with the pastor of the Church of the Epiphany to serve the spiritual needs of the community. For example, The Epiphany School and the Church of the Epiphany organize class masses, which encourage students and parents to gather as a spiritual community.

The Epiphany School also offers opportunities for students to collaborate with administrators and teachers in order to share new ideas that will benefit the school community. Students in fourth through eighth grades have the opportunity to be elected to the Student Council executive board, while two students from each grade level are chosen to be class representatives. These student representatives communicate ideas from their peers to teachers and administrators in order promote consistent development in the school community. These programs give students a sense of autonomy and ownership as they work to design fundraisers and service projects that will engage all members of The Epiphany School community. The Student Council program strives to give the students a sense of community awareness while encouraging teamwork and cooperation between students, administrators and teachers.

The Epiphany School works in partnership with the work-study programs at Xavier High School and Regis High School. Students from these schools assist teachers and administrators one full day per week. They work with the members of the school community to facilitate projects and after school programs for the students. They also shadow teachers and administrators to practice modeling effective communication skills in the workplace. This partnership underscores The Epiphany School's commitment to collaboration and cooperation with members of the New York City community as they find meaningful ways to model leadership values to instill in students.

5. Culturally Responsive Teaching and Learning:

Faithful to its mission, The Epiphany School embraces a commitment to diversity, equity, inclusion, and belonging by all community members. Active and central to our mission is the Catholic belief in the sacred individuality of each person. Epiphany has partnered with a DEIB coach to provide professional development focused on cultural inclusivity for faculty, staff, parents, and students. As part of our culturally responsive teaching, the school is constantly reviewing the curriculum to ensure that it gives attention and representation to multicultural experiences. Classroom teachers examine bias through self-reflection by teachers and students, making it easier to recognize unconscious bias as it unfolds. With support from the administration, Epiphany teachers work to develop inclusive classrooms that address biases and support and develop sensitivity and self-awareness. The principal continues to work to ensure these values are reflected in our recruitment of students, faculty, and staff, and in our curriculum and instruction.

Our school librarian is actively working on diversifying the school library and classroom library collections to include culturally relevant and culturally responsive books for all students from preschool through Grade 8. Partnering with the New York Public Library, students are encouraged to obtain their own NYPL library cards to fully access diverse print and digital resources. It is essential to The Epiphany School's mission that students are exposed to books and media that make them feel like they belong and contain characters and experiences they can relate to that makes them feel seen and heard. Essential to our mission is also sharing books that act as windows, helping students see into the experiences of people different from themselves. As their graduation legacy gift, the Class of 2021 contributed funds to help the school create more culturally inclusive libraries.

The Epiphany School partners with families in developing culturally responsive education. Although we are a school grounded in the Catholic faith, we welcome and embrace students of all faiths. Our winter holiday celebrations center on Catholic faith rituals, but our focus moves beyond Catholic and Christian rites to include the cultural celebrations of Diwali and Hanukkah to reflect the diverse backgrounds of our students. We welcome parents from different cultural backgrounds to share their customs and traditions with our school community as guest readers, artists, or chefs in our classrooms. For example, as part of the school's Hispanic Heritage Month this year, parents in our community from Colombia, Spain, Puerto Rico, and the Dominican Republic shared traditional foods, music, and dances with our students. Engaging our families in these activities celebrates and honors the beautiful diversity of our community.

PART VI - STRATEGY FOR EXCELLENCE

“We have no time to lose because today is shaping tomorrow and our most precious heritage is our youth.”

– Mother Marie Alma, Foundress, Sisters of Charity

Though the Sisters of Charity no longer lead The Epiphany School, Mother Marie Alma’s forward thinking mindset remains true at Epiphany. We understand that each action we take today prepares our students for the steps they will take tomorrow. Intentional planning with the next step in our students’ journey always in mind is a crucial part of Epiphany’s success.

Epiphany’s faculty are well versed in the New York State curriculum standards for their specific grade and subject and with those above and below their grade level. Deep understanding of curricular skill progression and collaborative data analysis allows teachers to plan lessons that meet the current needs of all students and ensure that they will be prepared for the challenges of tomorrow. Faculty meetings, data analysis workshops, and even the weekly schedule are designed to create opportunities for teachers to leverage the collective knowledge of their peers. Teachers can regularly be found collaborating in Epiphany’s faculty room planning lessons and interdisciplinary projects.

Organizational and classroom management techniques provide a scaffolded approach that allows students to build executive functioning capacity in their early years at Epiphany and gradually transition to a more independent approach by middle school. Knowing that our students progress to high schools that require them to track assignments electronically across a variety of platforms, Epiphany’s middle school students can view their nightly homework assignments in a distinct Google Classroom for each subject. By accessing each subject separately, students build the ability to manage multiple workflows and eliminate one of the organizational hurdles faced as they enter high school.

Social emotional wellbeing is also closely tracked as students progress through Epiphany. Our close knit community allows teachers to have a full understanding of each student’s personality, likes and dislikes, strengths and challenges. Teachers effortlessly use this knowledge to build lessons that appeal to student interests and encourage friendships. At the end of each school year, teachers work with their grade level team to create class lists for the next year. The student experience is at the heart of this exercise, ensuring that each student has a supportive friend in their class and, when possible, separating them from those who create distraction.

Led by our forward thinking mindset, Epiphany educators and administrators strive to create the best possible learning experience for all students that will prepare them for high school, college, and careers. The responsibility that Mother Marie Alma gave to the Sisters of Charity to believe in children and provide them with knowledge, tools, and faith that will blossom into a confidence and sense of purpose as they grow inspires The Epiphany School community. We enthusiastically look forward to learning where each and every student’s Epiphany experience will lead.

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? \$14634
(School budget divided by enrollment)
4. What is the average financial aid per student? \$2566
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 8%

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)