

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

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

School Mailing Address 1205 Pen Park Road
(If address is P.O. Box, also include street address.)

City Charlottesville State VA Zip Code+4 (9 digits total) 22901-3111

County Albemarle

Telephone (434) 964-0400 Fax (434) 964-1373

Web site/URL <https://cvillecatholic.org/> E-mail v.fallica@cvillecatholic.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Jennifer Bigelow E-mail jbigelow@richmonddiocese.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Richmond Tel. (804) 359-5661

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Veronica Gomez-Torres
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

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

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

PART II - DEMOGRAPHIC DATA

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

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

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

 - 0 TOTAL

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

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

- ☐ Urban (city or town)
☒ Suburban
☐ Rural

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

Grade	# of Students
PreK	30
K	29
1	21
2	43
3	27
4	40
5	32
6	50
7	45
8	36
9	0
10	0
11	0
12 or higher	0
Total Students	353

*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):
- 2 % American Indian or Alaska Native
 - 2 % Asian
 - 4 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 73 % 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: 4%

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	5
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2021	339
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Spanish, Korean, Croatian, Russian

English Language Learners (ELL) in the school: 7 %
23 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 13

8. Students receiving special education services with an IEP: 2 %
Total number of students served 6

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>0</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</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: 1

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	2
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.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 11:1

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%	97%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes X No

If yes, select the year in which your school received the award. 2014

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

Charlottesville Catholic School provides a rich and challenging curriculum in a community rooted in the Gospel of Jesus Christ and the traditions of the Catholic Church. The school nurtures students' God-given gifts, instilling acceptance, respect, and compassion; preparing students to be advocates, leaders, and stewards; producing collaborators, achievers, and creators, to make a difference in our world.

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

cc-va.client.renweb.com/oa/?memberid=1787

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

Charlottesville Catholic School's story is one of strength, dedication, and perseverance. From humble beginnings in 1994, to the dedication of the school's current location in 2001, CCS was created by parents seeking an educational community of faith that supported the values they were instilling at home. The school's physical expansion continued with the St. Dunstan Chapel, a multipurpose building, the William O. Bourke Library, and the Corrigan STEAM Wing. CCS serves students from across the central Virginia region. While 65 percent of families are registered Catholic parishioners, 35 percent of families are of other Christian denominations or other faiths. They share a common desire for a faith-based education with a strong academic foundation.

CCS's mission is to provide a rich and challenging curriculum in a community rooted in the Gospel of Jesus Christ and the traditions of the Catholic Church. Through its three core pillars of Christ, Community, and Scholars, the school nurtures students' God-given gifts, instilling acceptance, respect, and compassion; preparing students to be advocates, leaders, and stewards; and producing collaborators, achievers, and creators, to make a difference in the world.

The Christ pillar is upheld in the way CCS students shine the light of Jesus Christ! To be Christ-like, students focus on accepting every person in the image of God, being respectful of all God's creations, and being compassionate in their words and actions. While religion is a core curriculum class, all educators are considered teachers of the faith. The students' faith life is supported by attending weekly Mass and daily prayer times, tying curriculum to scripture, praying the rosary monthly as a whole-school, and participating in Lenten and Advent retreats.

The school has multiple programs that support the students' faith. The Faith Buddies program pairs younger students with older students for Mass and other faith-based formation. In addition, the middle-school advisory program pairs sixth-eighth graders with a faculty or staff member who works directly with them, both one-on-one and in small groups, throughout all three years of middle school to develop the virtues of respect and compassion. These strong relationships between faculty and students, and students across grade levels, support them in their spiritual growth.

The Community pillar is upheld by the students' Christ-like servant leadership within the community. Each year, grade levels participate in service projects, including coat, shoe, and food drives for local charities, and making crafts for the elderly. Students also take part in schoolwide days of service to benefit Charlottesville-Albemarle area organizations. This school year, students, faculty, and parent volunteers ventured out into the community: raking leaves at a camp for children with medical needs; cleaning up trash and clearing trails at a local park; visiting and playing games with seniors in assisted living; cleaning dog kennels for an animal shelter; and delivering food for a local food bank. Actions like these help the students see beyond their own lives and recognize the needs of the greater community. Being stewards of neighbors near and far is a virtue that sets CCS apart from other schools.

The Scholars pillar stands tall. With approximately 80 percent of all students scoring above the 50th percentile on the most recent standardized test scores, students thrive in the classrooms because of high academic standards, discipline, and structure. Whether in a science lab, literature circle, or exploratory art project, students excel academically. Ninety percent of graduating eighth graders are placed in honors-level classes in high school. CCS offers five high-school-credit classes in middle school: Algebra I, Geometry, Life Science, World History, and Spanish I. Additionally, 30 percent of students placed above the 95th percentile in either reading or mathematics in second-eighth grade, qualifying for enrichment opportunities through the Johns Hopkins Youth Talent Search.

CCS was a recipient of the Blue Ribbon Award in 2005 and 2014. The recognition in 2014 helped boost the school's capital campaign for its innovative dream of a Science Technology Engineering Arts and Math wing. A premier science lab for middle school students, a lab/maker space for elementary students, and performance spaces for our evolving music and arts program were the focus of the addition. Recognition through the Blue Ribbon Award brought attention to the school and donors looking to invest in a project that

would make a lasting impact on academic excellence. In 2016, CCS opened its STEAM wing. The incredible space provides a top-notch science education and music/performing arts programming to nurture all of a child's God-given gifts.

Additionally, since 2014, the school has made explicit efforts to utilize data not only to inform instructional decisions, but to craft the Continuous Improvement Plan, the driver of every facet of the school. Academic, demographic, enrollment, financial, perception, and program data is used to develop a plan that moves the school forward, keeping the school's mission at the heart of every decision.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The Diocese of Richmond Office of Catholic Schools develops the school's curriculum. Master Curriculum Councils, which include classroom teachers and specialists, write the curriculum using current research and best practices. Curricula are vertically aligned to be seamless from grade to grade.

The Language Arts curriculum addresses communication, writing, research, and reading skills. Competent communication is taught with standards in speaking, listening, and media literacy. Proficient writing is addressed with standards in the writing process, writing genres, and grammar/mechanics. Fluent reading is developed with standards in phonetic principles, fluency, vocabulary, and comprehension.

Various formative and summative assessments are administered to acquire data points to meet all student needs. Classroom assessments include weekly spelling and vocabulary checks, running records, conference anecdotes, unit tests, student presentations, and observation. Formal assessments occur three times a year and include fluency and accuracy checks based on DIBELS benchmarks, Dynamic Indicators of Early Literacy Skills, Developmental Spelling Analysis, and the Measure of Academic Progress (MAP) Growth test. MAP Growth measures student progress over time and is disaggregated by individual student, classroom, and grade level. DIBELS and the Developmental Spelling Analysis have identified benchmarks and specific instructional areas to address. The various data points create a clear picture of a student's development with individual skills and enable teachers to map instructional paths.

In JK through second grade, classrooms engage in Daily 5, a framework that develops the behaviors of stamina and independence to provide the teacher time to work with guided reading/writing groups to meet diverse student needs. Students use their independent time for various reading, writing, and spelling activities designed for their individual needs. During guided reading/writing time, teachers use data to form fluid instructional groups for targeted and systematic instruction.

In third - eighth grade, students transition from learning to read to reading to learn. Students continue to receive direct instruction in reading and writing, but they extend their comprehension skills with in-depth novel studies. MAP data is used to form leveled vocabulary groups and differentiated text levels. Novel studies, which include teacher-led guided instructional time and student-led literacy groups, may also be differentiated based on MAP reading data. Additionally in the older grades, cross-curricular teaching is utilized to develop critical thinking skills and allow for deeper connections to be made. The writing process is tied to the novel studies and is a major component of the older grades. Students leave CCS proficient in writing expository, creative, and persuasive essays that apply correct usage, mechanics, and grammar knowledge.

CCS continues to teach correct handwriting positioning and letter formation in both manuscript and cursive writing. Direct instruction in handwriting supports a child's reading and writing development by providing a student time to think and process each letter and word. A balance of handwritten writing assignments and the use of word processing creates a stronger student. In middle school, students are proficient in Google Docs, Google Sheets, and Google Slides to craft effective pieces for oral presentations across all disciplines.

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

The Diocese of Richmond Office of Catholic Schools develops the school's curriculum. The mathematics framework is informed by the National Council for Teachers of Mathematics Standards, the Virginia Standards of Learning, and the Cardinal Newman Society Catholic Curriculum Standards.

The mathematics curriculum addresses number sense, computation/estimation, measurement/geometry, probability/statistics, and patterns/functions/algebra. Students in middle school have the opportunity to

advance in mathematics and take high-school Algebra I and Geometry courses. The Diocesan curriculum provides teachers with benchmarks, essential knowledge and questions, and resources to assist with instruction.

Various formative and summative assessments are administered to acquire data points to meet all student needs. Classroom assessments include fluency checks, interactive notebooks, conference anecdotes, unit tests, project rubrics, and observation. Formal assessments occur three times a year using the Measure of Academic Progress (MAP) Growth test, middle school exams, and both mid-year and end-of-year measures of mastery. MAP Growth measures student progress over time and is disaggregated by individual student, classroom, and grade level. The various data points create a clear picture of a student's development with individual skills and enable teachers to map instructional paths.

CCS's mathematics teachers have studied the work of Dr. Nicki Newton to learn new instructional strategies that follow the research of mathematical acquisition. Math Running Records, Problem Solving, Math in Action, and Math Workshop are Dr. Newton's mini courses in which teachers have participated.

In JK through fifth grade, classrooms engage in a balance of whole-group instruction and Daily 3. Daily 3 is a framework that develops the behaviors of stamina and independence to provide the classroom teacher time to work with guided math groups to meet all student needs. Students' independent time is spent engaged in various targeted centers that are designed to meet individual needs. Centers include fun and engaging math games. Whole-group instruction involves direct instruction of skills and strategies through modeling, practice and then independent work. It is the "I do, we do, you do" model, using concrete models, then pictures, and then abstract concepts.

With the use of multiple data points, fluid guided math groups provide targeted and systematic instruction with the teacher. During differentiated guided math groups, students participate in problem-solving activities that tie back to the world in which they live. They learn using manipulatives for hands-on learning, experience reteaching of confused concepts, and utilize math journals and math talks in order to apply their learning.

Rising sixth graders are placed into leveled mathematics courses using multiple data points including grades, end-of-year assessment, self evaluation, and homework completion. Challenging and appropriately-paced leveled courses efficiently and effectively grow students' skills and knowledge, confidence, and high-school preparedness. Prior to reaching Algebra I, there are opportunities for movement between levels as students acquire skills. 75% of eighth grade students will graduate from CCS with high school credit in Algebra I and Geometry.

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

The Diocese of Richmond Office of Catholic Schools develops the school's curriculum. In kindergarten through fifth grade, science addresses standards in scientific investigation, physical science, earth/space science, and life science. In middle school, students engage in focused science courses: earth, life, and physical. The philosophy of the science curriculum is for "students to learn to make rational and moral decisions based upon scientific principles and their Catholic Christian values." Science is seen as a way of learning, stimulating curiosity, and developing each child intellectually.

Students are challenged through homework and classwork assignments designed to check for understanding of science concepts. These assignments are related to class discussions, readings, lab experiments, multimedia presentations, and scientific research. Students are required to take quizzes that cover content from class discussions and online readings. Students are challenged with projects that encourage them to take risks, implement creativity, apply new skills and engage in inquiry and cooperative learning. In addition to classroom assessments, science teachers utilize data they receive from the Measure of Academic Progress (MAP) Growth standardized assessment. MAP data assists teachers in differentiating information delivery and learning response to ensure curriculum accessibility.

CCS takes a hands-on project-based learning approach to teach the sciences. Laboratory experiments

provide application opportunities for students to manipulate materials and problem solve in real time. Learning opportunities provide students with skills to collect, record, and present data. Middle-school students are challenged through the science fair competition. CCS hosts an internal science fair competition to then qualify for the regional science fair. Students complete projects in categories which include social, physical, and earth earth science, as well as chemistry and physics. Projects are completed and judged on content knowledge, soundness of data research and presentation. Oral presentations are presented to a panel of expert judges.

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

The Diocese of Richmond Office of Catholic Schools develops the school's curriculum. The early elementary curriculum progresses from a focus on the individual in kindergarten to community in third grade. The fourth-seventh grades show a progression of Virginia and American History from the Age of Exploration through present day. Eighth grade students take World History I for high school credit. At CCS, there is an emphasis across all grade levels on connecting civic engagement with Christian values and analyzing history through the lens of the care for God's creations.

Teachers use daily classwork, quizzes, and unit tests, plus rubrics for projects, debates, and discussions, to determine growth and mastery of the curriculum. MAP Growth reading data is also analyzed by social studies teachers at both the student and classroom level to differentiate teaching and learning opportunities.

Teachers utilize project-based learning, living history simulations, and field trips to provide lessons that help students make connections and deepen their learning. In first and second grade, historical Jamestown comes to the school to present on colonial life. In second grade, Native American "living villages" are created, along with life-sized stuffed buffalo. Additionally, trading post and civilization simulations bring economics to life. Fourth grade engages in debates for in-depth analysis of the Civil War, and fifth grade students take field trips to Montpelier and the Virginia State Capitol. The learning continues in middle school with the Ellis Island simulation which provides students the experience of immigrating to a new country. Additionally, middle school students make stone age tools, mummify oranges, recreate Renaissance art, and learn how to play the Mesoamerican ball game. The hands-on approach increases student engagement, thus allowing for deeper understanding.

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

CCS educates students in seventh and eighth grade. Graduates are prepared for their high school path due to the rigorous curriculum and high expectations set during elementary and middle school.

Middle school students can take up to 5 high school credit courses: Spanish I, World History, Earth Science, Algebra I, and Geometry. Alumni report that these offerings provided them with greater flexibility to take high school electives.

Leadership opportunities are available through the National Junior Honor Society and the student council. NJHS requires students maintain a 3.5 GPA, complete service hours, participate in society meetings and events, and demonstrate outstanding citizenship. Similarly, there are high expectations for student council members' grades, behavior, and service. The student council works with the administration to coordinate community building activities, including the annual Veteran's Day prayer service, area food drives, and Blue/Gold spirit week.

Middle school electives allow students to pursue outside interests, build independence and explore future careers. Elective offerings include courses that dive deeper into specific areas of science, art, or music, as well as courses in leadership, debate, broadcasting, or yearbook. To expose students to careers in science fields, electives have included building a herbarium for the school's plants and a greenhouse prototype for a global Martian Greenhouse project.

On the school-sponsored sports teams, student athletes become leaders and take on the roles of building spirit, solving problems, and encouraging others.

Seventh and eighth graders learn about their civil responsibilities by becoming stewards of the community and doing frequent community service. All middle schoolers are required to complete 2 hours of service in the areas of school, church, home, and community for a quarterly religion grade. The students also volunteer at the local annual Christmas Toy Lift and at several local charities during the schoolwide Day of Service.

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

The junior kindergarten (JK) curriculum is developed by the Diocese of Richmond Office of Catholic Schools. The junior kindergarten curriculum provides a consistent and developmentally appropriate foundation for learning. Developmental standards are intended to be taught via a multi-disciplinary approach while emphasizing the development and love of self and others as a part of a faith community.

Curriculum standards address listening and speaking, fine motor and locomotor, numeracy, literacy, scientific investigation, geography and American symbols, self care, and following directions/routines. Because the Diocese oversees the development of the JK and K-8 curriculum, vertical alignment is conducted for a seamless transition into kindergarten.

Elements of Daily 5 and Daily 3 routines are introduced in the JK classes. The vocabulary and expectations for rotations and guided instructional groups are introduced and practiced. Students spend time in centers that are focused on specific skills and strategies in literacy and numeracy, as well as time in free play, social interaction, and exploration. Science and social studies units are hands-on and take an experiential approach towards learning. Students are also provided the opportunity to participate in music, art, and physical education classes.

CCS students have sound early literacy skills in print awareness, phonemic awareness, phonics, and comprehension. Students demonstrate a developed understanding of numbers and number sense, shapes, and patterns. Additionally, students build self care and self discipline skills that provide a solid foundation for moving into kindergarten. This solid foundation is apparent on the Battelle Developmental Inventory, a kindergarten screening tool. CCS's JK students typically demonstrate an advanced level of preparation on the screening tool as compared to students arriving from other programs.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

CCS teaches a general art and music curriculum, developed by the Diocese of Richmond Office of Catholic Schools. Students learn to create, present, respond, and connect to artistic work.

In JK, students attend music and art class once a week. In K-5, students attend twice a week. In middle school, students spend one semester in art and the other in music and can take additional classes as electives.

Art is a choice-based classroom using investigative and constructive learning methods in a working art studio. Students take responsibility for their own learning, incorporating personal interests into their pieces. Excitement is evident as students create pieces such as packing tape mannequins, hosiery sculptures, abstract representations of food, and hanging jellyfish forests.

Music begins in the early grades using games and activities to spark creativity and music improvisation. Students use percussion instruments and creative movement, bringing musical stories to life. In grades 3-5, students begin to develop ways to sing using rhythms, patterns, and tempos. Middle school electives include Music Improv and Chorus. Students learn to create arrangements with Orff instruments, as well as bells, drums, violin, cello, piano and more.

Students showcase their work in winter and spring concerts and art shows.

2b. Physical education/health/nutrition

The Diocese of Richmond Office of Catholic School's develops the Physical Education/Health Curriculum. PE classes are held once a week for K-2 and twice a week for grades 3-8. JK students attend PE once a week as part of a middle-school creative movement elective. The goal of PE is for students to leave with a lifelong joy in physical activity.

PE instruction shifts from the individual skill level, to cooperative or small-sided instruction, to collaborative or large-group activities. For example, soccer instruction evolves individual kicking skills, to partner ball work, to game play. This develops motor skills and also important social and decision making skills.

Middle school health class addresses personal health, connections between mental and physical development, and the consequences of personal choices on one's health and well-being.

Athletics is an important component of the middle school experience at CCS. Team sports instill teamwork, sportsmanship, and commitment. Co-ed sports include cross country in the fall and track in the spring. Other fall sports include boys' soccer and girls' volleyball. Boys and girls basketball is played in the winter, and girls' soccer is a spring sport. CCS teams play both public and private middle school teams.

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

The Diocese of Richmond Office of Catholic School's develops the World Languages Curriculum. CCS offers exploratory Spanish once a week to students in the third to sixth grade. Standards address communication (interpersonal, interpretive, and presentational communication), cultures (products and practices to perspectives), connections (making connections and acquiring information), comparisons (language and culture), and community (school/global and lifelong learning) using games, songs, and movement activities. Students also master simple conversational speech.

Students take Spanish I in the seventh and eighth grades for high-school credit. Students who successfully meet course requirements are prepared for Spanish II as they enter high school. All standards for level I courses for high-school credit are World Readiness Standards for Learning Languages. Spanish I is an immersion program that focuses on speaking, listening, reasoning, and writing the Spanish Language. The class is taught in Spanish and all students are expected to speak in the target language. Students show mastery through projects, skits, quizzes, presentations, and classwork. Project-based learning is one of many instructional techniques that work on all four parts of language - writing, speaking, listening, and reading in Spanish.

2d. Technology/library/media

Technology standards are integrated within other content areas and focus on learning broad skills. In addition to word processing, presentation development, and graphic design, digital citizenship is also very important. Computer etiquette, cyberbullying, safety, and source attribution are core components of the curriculum.

Technology is integrated into every classroom with interactive panels providing video and learning platforms. K-2 uses iPads for Daily 5 (reading) and Daily 3 (math) rotations, working with Reading A-Z, Moby Max, Brain Pop, Mystery Science, Discovery Education, and other digital resources. Grades 3-5 also use Chromebooks for research, word processing, creative projects, collaboration, and differentiated learning opportunities.

The middle-school Bring-Your-Own-Device program in middle school enhances the curriculum across all content areas, promoting cross-curricular learning experiences and ongoing collaboration among both teachers and peers. The environment is student driven, rigorous, and effective in meeting student needs. Through the BYOD program, students learn responsibility along with digital literacy and etiquette. Grades 5-8 use Google Classroom and Google Workplace collaboration tools.

CCS provides weekly library/media time to all students for specific lessons in designated content areas, authors/illustrators, and literacy genres. Library instruction folds into other content areas, creating seamless instructional support for students and teachers.

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

Middle-school electives offer learning outside of the core curriculum, sparking excitement and newfound interests. Electives vary per semester and are taught by teachers, administrators, school specialists, and community partners.

Three electives – Book Buddies, Math Buddies and Creative Movement – pair middle schoolers with K-2 students, thereby supporting the younger students in their learning and exponentially impacting the social/emotional development of the older students. In the Book and Math Buddies electives, middle schoolers partner with younger grades for literacy and math support. In the Creative Movement elective, middle schoolers design music and movement activities for the JK students.

Other electives develop student's leadership skills while introducing them to future career opportunities: broadcasting, yearbook, and the Martian Greenhouse project. In broadcasting, students write and edit scripts highlighting school news and present a livestream to the school, operating the equipment including cameras, lighting, teleprompters, and audio. In the yearbook elective, students learn photography, graphic design, and publishing. And in the Martian Greenhouse project, students research, design, and build prototypes of a greenhouse to function on Mars.

Additionally, visual arts electives have included ceramics, liturgical art, knitting, and drawing. Performing arts electives have included choir, musical improv, dance, and the school musical.

3. Academic Supports

3a. Students performing below grade level:

For students performing below grade level, teachers use reading and math data to determine appropriate targeted intervention. Students benefit from differentiated classroom instruction, guided reading and guided math groups, additional small groups, and home/school connections.

Intervention begins with year-to-year data analysis at the school level to determine resources, staffing, and scheduling. Analysis of student-level data – standardized testing (MAP), classroom assessments, and teacher anecdotal/observation data – pinpoints deficits to guide explicit instruction. Based on MAP data, targeted instruction in reading may occur in vocabulary acquisition, phonics/phonemic awareness, or comprehension. In mathematics, targeted instruction may occur in computation, numbers and number sense, and patterns and functions.

In JK - eighth grade, differentiation provides curriculum accessibility. Teachers provide information through lecture/note taking, discussion, reading aloud, partner reading, video, and hands-on experiences. In addition to traditional assessments, students demonstrate their understanding using oral presentations, video presentations, 3-D models, essays, and experimentation.

CCS's guided reading and math groups differentiate instruction and are fluid based on ongoing data collection. Students below grade level receive additional small-group instruction to address the gaps in their learning. The size and length of time in guided reading groups may vary depending on need.

In addition to differentiation and guided reading and math groups, CCS provides the support of learning specialists who instruct students at their level, providing additional explicit instruction to close achievement gaps.

Finally, CCS's strong home/school connections allow ongoing communication between parents, teachers,

and administrators to support student growth and achievement. Adjustments to homework address individual student needs and teachers also provide guidance to parents working with their child at home. Sending home engaging math and reading games, digital resources, or flashcards are simple ways to loop in the parents and make a difference in a student's progress.

3b. Students performing above grade level:

For students performing above grade level, enrichment occurs in several ways: differentiated classroom instruction, guided reading and guided math groups, additional enrichment groups, and home/school connections.

Enrichment begins with year-to-year data analysis at the school level to determine resources, staffing, and schedules. Analysis of student-level data then pinpoints areas of extension.

In JK - eighth grade, multimodal learning strengthens student achievement. Students needing enrichment are encouraged to step outside of their comfort zone in their response to information and make connections on a higher level of understanding through application, synthesis, or evaluation of the information.

In CCS's guided instructional groups, teachers use more complex texts, multiple strategies, and cross-content applications to enrich learning.

Enrichment with a specialist is most often seen in mathematics as many CCS students are prepared for advanced skills in the elementary grades. Specialists may push in for whole-group activities or pull-out students who are preparing to take accelerated courses in middle school.

In middle school, coursework is leveled to provide appropriate support or acceleration based on student needs. Beginning in sixth grade, three levels of math are offered: on grade, one-year advanced, and two-years advanced. This approach enables classes to be smaller in size and targeted. Some students will leave with high school credit in Algebra I and/or Geometry.

Finally, the home/school connection is important for our students who are above grade level. Extensions to homework address a specific focus and provide guidance to parents for working with their child. Sending home engaging math and reading games, or digital resources, encourage students to stretch their level of engagement.

Approximately 30% of students perform above the 95th percentile and qualify for the Johns Hopkins Youth Talent Search. If a student is accepted into the program, there are additional opportunities for further enrichment.

3c. Students with disabilities:

Approximately 7% of students have diagnosed academic and behavioral disabilities that require additional support. The CCS team is committed to the success of all students, and therefore resources are provided to support students, teachers, and families.

Learning specialists are licensed Special Education teachers that work with students, families, diagnosticians, and therapists to ensure a child's needs are being met. When students are diagnosed with a disability, data is used to determine the level at which the disability is impacting academic growth and school success. The student then receives an individualized school plan – based on data from the psychoeducational evaluations, MAP standardized testing, classroom assessments, and observations – to outline the necessary accommodations and individualized instruction needed for the student to access the curriculum.

The school's learning specialists have three primary responsibilities: working with classroom teachers; working directly with students; and communicating with families. Specialists work with classroom teachers to implement accommodations, which may include seating preferences, increased testing time, shortened

assignments, alternate methods of demonstrating understanding, and clarification of concepts. The learning specialists also provide additional individualized instruction and executive functioning support in one-on-one and small-group settings. Students with disabilities are given the tools they need to succeed and become independent learners. Tools include visual aids, manipulatives, and digital resources (such as Learning Ally and Google Read & Write). A final key role for the Learning Specialists is to communicate with families regarding progress and challenges a student may be experiencing.

The acquisition of a school license of Learning Ally, a nationally recognized source of audio books that provides children with disabilities access to books both in and out of school, is integrated into classroom reading groups. This tool includes summer subscriptions and allows for virtual schooling.

3d. English Language Learners:

Approximately 12% of the student body speaks English as their second language. CCS's family language advocate works directly with families who need language support throughout the school year to translate school communications, parent/teacher conferences, and other school meetings, removing the language barrier and ensuring parents are able to stay involved in their student's education.

CCS takes an immersion approach to educating English Language Learners (ELL). Similar to other students needing support, CCS utilizes small guided reading and math groups that target specific skills to address the needs of ELL students. Building vocabulary, supporting reading comprehension, and focusing on writing, are stressed in small groups.

In addition to differentiation and guided reading and math groups, CCS provides the support of a learning specialist who provides additional individualized instruction based on student needs. This instruction falls outside the classroom window for instruction and supplements the teaching of the homeroom teacher. MAP data is used to guide the additional math and reading instruction that is provided by the learning specialist. Data collected also provides information on the progress of students.

Finally, the home/school connection is extremely important for our ELL students. Teachers work with the families by providing strategies that build vocabulary, comprehension, and add additional practice. Families work closely with the family language advocate and are receptive to the provided support. To strengthen the home/school connection, a group of teachers and administrators took a Spanish for Educators class from a local language development company. Staff members learned basic Spanish phrases that increased communication between staff and families. Additionally, the school's family language advocate provides translation and interpretation services to families. The home/school connection eliminates barriers, creating an inclusive community.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

School spirit engages the entire community. Each family is placed on either the blue or gold team for the duration of their time at CCS. Friendly competition includes dressing in team colors, raising funds or supplies for service projects, and participating in schoolwide events. Blue and gold competition is fun for the students! It teaches sportsmanship and cooperation, and it motivates students to work towards a goal.

The Middle School Advisory Program helps create a positive climate by providing each student a core group that is unified around the belief that every person should receive the love and compassion of others. The advisory groups use the CCS pillars of Christ, Community, and Scholars as their foundation. Working with students to develop the nine virtues (acceptance, respect, compassion, advocacy, leadership, stewardship, collaboration, achievement, and creation) is the heart of the program. Through prayer, reflection, team building, and courageous conversations, each advisory group comes together to form its own unique family that provides necessary support throughout the middle-school years.

Faith Buddies is a program in which older and younger students are paired for Mass and faith-based activities. The program provides a leadership opportunity for older students, and increases engagement for all because of the relationships being built.

Being a steward to neighbors near and far is an important aspect of the school, impressing upon students the Christ-like behavior of serving others. Days of Service involve students going into the community to lend a helping hand by cleaning trails, raking leaves, picking up trash, and working with the elderly. In addition to Days of Service, students complete other service activities throughout the year. School carlines, food and coat drives, cafeteria cleaning, and bake sales are examples of continued service.

Virtue of the Month celebrates students' achievements in and out of the classroom by recognizing students who exemplify the school's nine virtues. Students are nominated by the teachers and celebrated each month at mass. The celebration continues with a highlight sent to the families and a posting in the school.

Academic accomplishments are celebrated at CCS with the middle-school honor roll. Each quarter, students who receive all As are recognized on the A honor roll. Additionally, students who receive a 97% or high in each class are recognized on the Principal's List. Students receive certificates and their names are posted in the lobby for families and the community to celebrate.

2. Engaging Families and Community:

The CCS Education Fund provides essential financial resources for tuition assistance, allowing the continuation of service to students from diverse economic backgrounds. The fund accelerates the implementation of the continuous improvement plan by providing new academic programs and initiatives that keep the school at the forefront of educational excellence.

Within the CCS Education Fund falls the Virginia Education Improvement Scholarships Tax Credits (EISTC) program. CCS is able to partially meet the needs of families through the EISTC program, which is managed through the McMahon Parater Scholarship Foundation. Those who donate can receive a tax credit while supporting CCS students and families.

Annual fundraising events are an important aspect of CCS as they build community and support the school. Many community businesses provide sponsorship and raise awareness of school needs. The All-Terrain 5K and Kid's Fun Run and CCS Golf Tournament have become traditions in the Charlottesville/Albemarle area.

Families and community members come together for a fun evening of music and fellowship at the school's annual Gala Auction. The Gala Auction is the school's largest fundraising event and the money raised helps offset the cost of providing high-quality programs and educating children at CCS.

CCS's Days of Service involve many area organizations including: Camp Holiday Trails, a camp for students with medical conditions; Meals on Wheels, a food delivery service; Alyssa House, a home for families with children in the hospital; and Commonwealth Senior Living Center, an assisted living facility.

The Parent Teacher Organization is an active component of the school as family events build community. PTO provides support and encouragement to the staff, as well as organizing community events such as back to school picnics, family movie nights, and the Mexican Fiesta.

The School Advisory Board is comprised of staff, parents, and community members that work together to advise the principal on policies that address finances, facilities, development, legislation, marketing, and Catholic faith formation. Individuals that serve on the board are experts in their fields and provide valuable knowledge that helps propel the school forward. The existence of the board increases community engagement and builds trust among stakeholders.

Working in partnership with area parishes, the Diocesan Advocacy program, and local Hispanic businesses, the Hispanic community is an active component in the success of CCS. Celebrations include the study of Hispanic countries that are represented in the school, schoolwide decorations and projects, bilingual Mass with accompanying music, and classroom guest readers.

3. Creating Professional Culture:

Building leadership capacity is important for the success of CCS. Faculty and staff are provided opportunities for leadership roles in order to build a team that propels the school forward. Leadership roles vary and may rotate from year to year in order to empower all members of the school to grow professionally. Several vital roles include team leaders, focus leaders, and teacher mentors.

Team leaders provide direct support to teachers, and assist with meetings, schedules, student concerns, and procedures. Focus leaders assist the school by providing knowledge of curriculum and the development of cross curricular units. Teacher mentors provide new employees the necessary support to make the transition into the school a smooth one.

Faculty and staff members also serve on the PTO, School Advisory Board, finance committee, and social committee. Additionally, they coach middle school sports, direct plays, lead the school spirit teams, and sponsor student organizations.

Professional development is two pronged - whole school initiatives that provide a common experience, and differentiated development to fit individual needs. The school's most recent initiatives have been in the areas of growth mindsets, how the brain learns, and cross-curricular projects. Understanding fixed versus growth mindsets and the impact they have on student progress and personal professional growth was a turning point for the school's educators. After studying the work of Carol S. Dweck, CCS continued professional development with Dr. John Almarode, professor of education at James Madison University, who provided an understanding of how the brain works. Core principles were then applied to methods of teaching and assessment.

CCS then began working with Dr. Kateri Thunder and cross-curricular teaching. Dr. Thunder seamlessly tied growth mindsets, how brains learn, and cross-curricular teaching that could help implement innovative cross-curricular projects. The progression of the teachers' skill sets and knowledge has been instrumental to the school's recent success.

CCS provides the opportunity to take courses to continue each teacher's development. Workshops and college courses hone in on a teacher's specific content in order to stay abreast of current research and best practices. Once completed, teachers become the "teachers of teachers", and share with the faculty new strategies or information on evolving research.

Celebrating accomplishments and hard work is important at CCS. In addition to gatherings of appreciation,

educators are recognized with awards at the school, Diocesan, and Charlottesville/Albemarle level. Honoring those that give an incredible amount of time and talent builds a community where teachers feel valued.

4. School Leadership:

CCS is a regional Catholic school under the auspices of the Diocese of Richmond. Diocesan schools are accredited by Middle States Association of Colleges and Schools and approved by the Virginia Council of Private Education.

School leadership believes that by providing a faith-filled environment that is loving and safe, all learners are able to experience the successes and failures necessary to grow academically, socially, and morally. Leadership makes decisions based on various data points and the needs of the students, faculty, staff, and community. With clear objectives and goals for all stakeholders, combined with consistent constructive feedback, the mission of the school is achieved and students demonstrate academic, social, emotional, and spiritual growth.

At the helm of CCS's leadership team is the principal. The principal creates a safe and caring school climate which fosters spiritual, academic, social, and emotional development of students, while additionally creating a climate of support and professionalism for faculty and staff. Responsibilities include personnel selection, development, and management; implementation of Diocesan and school philosophies, objectives, policies, and regulations; maintenance of communication with all stakeholders; and oversight of the school facility, budget, and admission processes.

The leadership team comprises an assistant principal who oversees curriculum and instruction, discipline, and teacher support; a finance and facilities director responsible for the budget, plant, and human resources; a development director responsible for fundraising; an admissions coordinator handling enrollment; instructional technology coordinator maintaining hardware, software, and classroom implementation; and a marketing/administrative assistant. The team collaborates for the advancement of the school, keeping focus on the mission and goals established in the school continuous improvement plan.

The School Advisory Board serves in a consultative role to the superintendent of schools and the CCS principal. The board assists in six areas that have standing committees with particular expertise and/or responsibility. The areas include development, marketing, finance, strategic planning, facilities, and legislative advocacy.

The Continuous Improvement Plan (CIP) is the overarching document that encompasses the following areas: academics, finance, facilities, development, admissions, marketing, technology, and communications. The plan is crafted by a committee of various stakeholders, and is constructed using multiple data points, including: academic, parent and teacher surveys, enrollment, marketing, and financial. Data is monitored for progress and the plan is adapted as needed. In a spirit of transparency, and in order to garner feedback, the plans are shared with various stakeholder groups and made available by request.

5. Culturally Responsive Teaching and Learning:

All are welcome at CCS. By living the mission through the pillar of Christ – acceptance, respect, and compassion – the school embraces its diversity, making improvements by learning from others. The school community has a diverse representation of socioeconomic status, religion, English Language Learners, and students with disabilities.

Approximately 35% of school families are non-Catholic. While the school teaches the Catholic faith, all children are embraced regardless of religion to help them develop as compassionate and respectful leaders in the world. Our community outreach extends beyond the Catholic churches, serving other denominations and faiths. Recently, students worked in a Presbyterian church's soup kitchen preparing meals for the homeless. Additionally, several grade levels support People and Congregations Engaged in Ministry (PACEM), an interfaith organization helping the homeless.

With members of the student body speaking English as their second language, CCS works with families to assure student success. The family language advocate is a Diocesan position that helps families stay involved. Working in partnership with area parishes, the family language advocate, and Hispanic family owned businesses, the Hispanic community is an active participant in the success of CCS. The celebration of Hispanic Heritage Month includes the study of Hispanic countries that are represented in the school, schoolwide decorations and projects, bilingual Mass with accompanying music, and classroom guest readers.

For students with learning differences, CCS utilizes small guided reading and math groups to address needs. Guided instructional groups are fluid based on ongoing data collection and are strategic to provide systematic approaches to learning in order to fill educational gaps. The size and length of time in guided reading groups may vary depending on need. In addition, time with the learning specialist is meant to supplement the instruction of the classroom teacher rather than supplant. The support of the learning specialist is targeted based on multiple data points in either reading or mathematics.

The CCS Education Fund was established to provide essential financial resources allowing the continuation of service to students from diverse economic backgrounds. Within the CCS Education Fund falls the Virginia Education Improvement Scholarships Tax Credits (EISTC) program. CCS is able to meet the needs of families through the EISTC program, which is managed through the McMahon Parater Scholarship Foundation. The foundation distributes scholarships to CCS families.

PART VI - STRATEGY FOR EXCELLENCE

Cross-curricular projects have been most instrumental to the school's recent success. CCS began working with Dr. Kateri Thunder of James Madison University to implement cross-curricular teaching and deepen the students' learning. Dr. Thunder's methods incorporate growth mindsets and how brains learn into cross-curricular project-based learning. Projects enable teachers to address standards across disciplines, use multiple delivery models, and differentiate student response. Students are excited about the projects because they are purposeful, engaging, and differentiate the learning experience.

In the crafting of cross-curricular projects, summative and formative evaluation must be developed to measure success of the learning objectives. Learning objectives are directly tied to essential questions and understandings drawn from curricular standards. Teachers utilize rubrics to provide feedback to students and make future adjustments to the project.

One example of cross-curricular success is the second-grade saints project. Tying religion, language arts, visual and performing art, and research into a written and oral presentation raises the students' level of engagement and deepens their understanding. Students begin by conducting research on a saint of choice. Students then follow the writing process, crafting essays to be memorized. Students design tri-fold presentation boards and give oral presentations, dressed in costume, to the families and school community.

In fourth-grade social studies, students research and learn about the five regions of Virginia and what makes each region unique. Students create 3D models using salt dough to visualize the size and elevation of the region. Upon the completion of the models, students follow the writing process to craft a written report on the region and prepare an oral presentation. For learning recall, students revisit the project in science class to discuss elevation. This project engages students and ties social studies, art, language arts, and science together, deepening their understanding.

The eighth-grade rocket project involves students creating a 3D-rocket design and lunar base in which to launch the rocket to Mars carrying materials to begin a greenhouse. The rocket must successfully deliver a payload that includes seeds and the supporting materials in which to grow the plants, as well as meeting weight and time requirements. Rockets are launched to test for success. In addition to the creation of the lunar base and rocket, students are required to provide printed designs of their plans, written instructions and research, and a video explanation. The project ties the science, math, language arts, and technology curricula together.

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? \$12000
(School budget divided by enrollment)
4. What is the average financial aid per student? \$4440
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 21%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 65%

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)