

U.S. Department of Education
2017 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. Glenda Lynn McFadden OFS

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

Official School Name Nashua Catholic Regional Junior High School

(As it should appear in the official records)

School Mailing Address 6 Bartlett Avenue

(If address is P.O. Box, also include street address.)

City Nashua State NH Zip Code+4 (9 digits total) 03064-1602

County Hillsborough

Telephone (603) 882-7011 Fax (603) 594-8955

Web site/URL http://www.ncrjhs.org/ E-mail gmcfadden@ncrjhs.net

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*Mr. David Thibault E-mail dthibault@rcbm.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Manchester Tel. (603) 669-3100

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 Mr. Matthew Cohen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

1. 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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	38	39	77
8	43	39	82
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	81	78	159

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 4 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84 % White
 - 4 % 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 2015 – 2016 school year: 1%

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, 2015 until the end of the 2015-2016 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2015	180
(5) Total transferred students in row (3) divided by total students in row (4)	0.006
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

8. Students receiving special education services: 2 %
3 Total number of students served

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

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 0 Other Health Impaired
- 3 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	12
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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%

14. 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.

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

Nashua Catholic assists parents in nurturing the whole student and fosters a school community which examines morals and values in light of the Gospel.

PART III – SUMMARY

Nashua Catholic Regional Junior High School (NC), in Nashua, New Hampshire, is one of only two parochial junior high schools in the Diocese of Manchester, New Hampshire. NC's faculty strives to nurture the whole student: mind, body, and soul. An environment is fostered in which students, teachers, and parents can critically examine today's morals and values in light of the Gospel, while assisting parents in fulfilling their call as the primary teachers of their children.

NC began in 1973 when Catholic schools in Nashua changed their status from parish schools to a regional school system. Since its inception, 7th and 8th grade students have been educated at NC. In 1976, the school expanded to include a 9th grade program, satisfying the requests of parents. When the surrounding public high schools included 9th grade, NC again became a 7th and 8th grade educational facility.

NC students come from 19 towns in the surrounding area, and 30% of the students are non-Catholic. Although Catholic theology is a required course of study for all students, and the entire school respectfully attends a monthly mass and other prayer services, the overall message is one of inclusion and respect for religious and cultural differences.

NC is an educational community that complements the family and society and also recognizes the need to provide quality education in a rapidly changing world. Therefore, a challenging curriculum is provided. Summer programs are offered to prepare students for the requirements of junior high classes. Math and English classes are leveled to accommodate the varied learning needs of students. A GOALS (Guided Organization, Assignments, and Learning Skills) program is in place to assist students who are struggling particularly with organizational challenges. Every teacher is available for extra help should students or parents request it. A sophisticated technology program is run from the computer lab; Smart Boards are present and employed in all classrooms; the students and teachers have access to a Chromebook lab for learning and research purposes. NC is accredited by both New England Association of Schools and Colleges (NEASC) and the American Society for Engineering Education (ASEE) for the rigor of the curriculum and the presence of STEM programs.

A Junior High is more than just academics, however, so many seasonal sports programs are offered to accommodate the interests and needs of our students. Nearly 70% of the student body chooses to participate in at least one after-school sport. NC offers 14 competitive sports over three seasons and has 2 intramural teams. NC teams compete in the Tri-County league against other middle schools and junior high schools in the area. The sports offered are the following: co-ed cross-country, girls' volleyball, boys' and girls' soccer, boys' and girls' basketball, cheer leading, co-ed wrestling, co-ed track and field, boys' baseball, girls' softball, and golf.

NC students are encouraged to consider ideas of responsibility, integrity, and social justice in all their classes. Caritas Christi, NC's community service club, seeks to put these ideas to work for the good of all. Club members volunteer at fundraising events for various worthy causes; collect food and clothing for the homeless and needy; and conduct bake sales and other events to procure money so that they can make a child's Christmas a happy one or aid a struggling member of our own community with some unexpected challenges. The National Junior Honor Society also works to serve the community and to nurture leadership qualities in the participating students. Student Council promotes school unity and spirit through collaboration and student planned and led events.

By nurturing the minds, bodies and souls of our students, both teachers and parents are helping to develop individuals who are self-confident and able to use time, talent and treasure to enrich their own lives and the lives of those in their community, whether that be family, school or neighborhood. Students are encouraged to apply and carry what they learn in class to the "outside world". The school culture promotes participation and striving for success in academics, athletics, and most importantly, building a relationship with Jesus Christ.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The seventh grade history curriculum begins with Columbus and ends with the Reconstruction Era. State standards are incorporated for each lesson and project. Civics instruction is supported with projects on duties and responsibilities; government and the Constitution; and current events seen through the lens of Catholic values and ethics. Students explore related themes such as irony, choices, past events, personal events, hubris, geography, and faith in action. Physical movement, hands-on activities, and dramatic play help to shape this instructional program. For example, students demonstrate understanding of geography by designing and creating their own continent. The course culminates in a simulation project allowing students to experience the process of immigration through Ellis Island by taking on the persona of an immigrant in dress and language.

The eighth grade curriculum begins after Reconstruction and continues to the present. A comprehensive unit on the Holocaust features the foundational skills of intensive note taking and essay writing. Student engagement is evidenced throughout the year by the planning and performance of historical era skits. This curricular approach was validated by this year's faculty reading of *The Power of the Adolescent Brain*, in which it was made clear that students learn most effectively when they establish peer learning connections. An extensive stock market project reinforces real-world experience learning. Civic engagement is demonstrated through a community outreach program for veterans and their families.

The mathematics program is an accelerated, rigorous, and integrated-learning program focused on developing a strong foundation for individual growth in mathematics and STEAM (Science, Technology, Engineering, Art and Math). State standards are incorporated into every lesson. Teachers strive to develop number concepts and mathematical thought, creating confidence with math as a complex, problem-solving tool. The seventh grade focus is on foundational math skills as well as pre-algebra; eighth grade's focus is on algebra.

The science program is an inquiry-based program intended to develop vital scientific knowledge in life and physical science. Various labs, activities, and differentiated instruction are used to build inquiry and critical-thinking skills. Activities include interactive notebooks, student-created Rube Goldberg-inspired machines and participation in the NC Invention Convention and the National You Be the Chemist Challenge. Various teaching approaches include lecture; peer instruction; project-based learning; constructive struggling; active homework review; standardized test practice; and math integration with science and engineering curriculum. Technology, including Google Classroom, IXL online math practice, online math games, and Smart Boards is utilized to enhance effective, efficient, and creative instruction. Emphasis is placed on developing mastery of problem-solving strategies, building mathematical vocabulary, and solving real world problems.

NC recognizes developmental levels of students and incorporates state standards, taking them into consideration when planning educational programs and teaching methodologies; therefore, leveled, separate courses in English and literature distinguish NC from other junior high schools. Honors, Advanced, and General levels are part of the curriculum in both grades 7 and 8. Leveling provides students the opportunity to work at a pace which is challenging, yet satisfying. Attention is paid to transitions between grade levels to facilitate passage of students from one level to another. Various methods are utilized to ensure continuity across grade levels to help students become more self-sufficient. For example, the English department uses the same textbook series from seventh to eighth grade, to build upon topics covered in the previous year. The textbooks and the curriculum are reviewed on a yearly basis.

Literature genres explored include nonfiction, short story, drama, poetry, and the novel. Independent research, reading, class discussion, and guided analytical writing are strategies of student learning. Vocabulary is an integral element of both the English and literature curricula. The objective is to work toward students' ability to spell words, understand their meanings, and be able to use these words correctly in written and verbal language. This fosters excellent communication and writing skills for the modern

world. Vocabulary study is cumulative; students are encouraged to use their knowledge of these words in all subject areas and writing assignments. Students are well equipped to write a research paper in all curriculum areas, and they understand how to research, draft, edit, cite their sources, and avoid plagiarism, because these skills are taught and practiced in English class.

2. Other Curriculum Areas:

NC's core curriculum is enhanced and expanded by programs in French, Spanish, Latin, fine arts, physical and health education, computer technology, STEAM, and theology. Weekly music, elective band and choir activities, and various STEAM programs, comprise the fine arts program. All students take music once a week for one semester. Approximately 9% of NC students participate in band and chorus electives. Music classes provide students with instruction in reading sheet music; solo and group singing; properties of musical instruments and instrumentation; the history of music; and contemporary themes. Choir and band students demonstrate mastery of these elements throughout the school year at monthly masses and major school events, such as the annual Christmas concert.

Physical/health education (PE) and is designed to provide an opportunity for students to improve their fitness through exercise, stretching, teamwork activities, and games as well as to gain further awareness of the role of fitness in lifelong health. All students take PE weekly throughout the entire school year. The health component includes the basics of nutrition, substance abuse, and wellness. Students receive instruction on social responsibility, high school preparation, Catholic values, leadership, and planning for the future.

NC is in compliance with the program's foreign language requirements. All students entering seventh grade at NC must choose Spanish or French as their world language elective and begin a high-school level one curriculum, which they complete by the end of their eighth grade year. Skills in reading, listening comprehension, writing, and speaking are developed and strengthened by a variety of instructional methods intended to engage every learner. Cultural units are an integral part of the curriculum. At the end of seventh grade, students may choose to continue with Spanish or French, or they may opt to take Latin at school, through the Virtual Learning Academy Charter School's Latin 1 high school program. Seventh grade students in both Spanish and French meet every other day, alternating with computer technology. Presently, 68% of eighth grade students attend daily language classes.

The NC Technology and Engineering Program is divided into three areas: Computer Science, MakerSpace, and the Technology and Engineering Seminar Series. All seventh grade students take a year-long course on computing that alternates with their World Language course. Students learn the Google Suite of products including Classroom, Docs, Sheets, Slides and Gmail, as well as the basics of computer hardware, graphic design, coding, video editing, and music production. There is an optional eighth grade course, taken by 32% of the eighth grade class, which is taken in place of an eighth grade world language. This course introduces coding languages and robotics programming and provides in-depth learning of computer coding and applications.

The Maker Space program is part of NC's STEAM curriculum and is offered to all students on a weekly basis. The Technology and Engineering curriculum is designed to help students apply the engineering design process creatively to tackle real-world problems, while becoming independent, critical thinkers. All Technology and Engineering curricula is in accordance with or beyond state standards specified by the New Hampshire Technology/Engineering Education Curriculum Guide and is open to all students in a guest speaker format.

Although NC does not have a formal arts education program, the arts are incorporated into every subject area. There is at least one hands-on art activity for every discipline, and field trips which embrace the arts are available to all. For example, the culmination of the study of Charles Dickens's *A Christmas Carol* includes creating Victorian era prints and ornaments and attending a performance of the play.

The Catholic faith is central to the entire curriculum and community at NC. Both seventh and eighth grade theology classes meet daily and focus on Catholic doctrine, scripture, moral and ethical formation, prayers,

liturgy and worship, and Church history. Students participate in Eucharistic Adoration and in the school's liturgies as servers, lectors, and gift bearers. Students pray throughout the school day. Once each year, students participate in a Stations of the Cross exercise during gym class. Every December, the school and its students' families come together for Lessons and Carols, which is an ecumenical service of scripture and song that dates to the late 19th century.

3. Instructional Methods, Interventions, and Assessments:

NC utilizes many methods of instruction including leveling, tiered learning, differentiated activities, problem-based learning, explicit instruction, technology-based support and more. The school makes use of leveling in language arts and mathematics classes.

Differentiated instruction is strongly encouraged to benefit all students. Some pedagogical examples include flipped classrooms; self-awareness activities such as journaling; writing autobiographies; connecting the curriculum to the students' personal lives; and teaching mindfulness meditation. An instructional goal for the infusion of emotional expression is demonstrated through controversial debates and discussions regarding social justice issues.

The skills of students performing below grade level are developed in a number of ways. All faculty members offer extra help. The GOALS program provides 1:1 support to students from a certified teacher, trained in Study Skills, who partners with parents to create a personalized plan for student success. NC also works with the Nashua School Department, parents, and other service providers, to create individual service plans for students with special educational needs. The guidance counselor closely monitors and meets with students who may be struggling academically, emotionally, socially, or with organizational challenges.

Gifted and talented students are provided opportunities to pursue their interests, such as independent study, participation in local and national competitions, and peer mentoring. Enrichment activities which emphasize the capacity for metacognition and critical-thinking are used to support all students, but these skills are especially relevant to high-functioning students.

NC uses a variety of assessment data to analyze and improve student performance. Students are offered choices in types of projects and assignment deadlines. Formative assessments are required in explicit instruction, and an array of summative assessments such as traditional tests, skits, presentations, reflections, research papers, debates, and projects are employed.

Each academic department is required to analyze Terra Nova testing results and provide a written plan proposing curriculum adjustments. The 2015 Terra Nova results showed significant differences in reading comprehension achievement between females and males in grade 8. As a result, the faculty researched reading materials that would be more appealing to males and participated in staff development training on brain-based gender learning differences.

NC conducts an annual program review and revision. Monthly department meetings encourage communication about curriculum, student needs, and performance. Inter-departmental collaboration encourages constant cooperation between/among departments and leads to the success of curriculum goals. Biannual meetings with Bishop Guertin High School encourage departments to communicate successes and needs shared by these schools.

NC invites consultants and/or visitors from other schools to participate in the periodic evaluation of programs. Information from outside sources is sought in several ways. NC participates fully in the NEASC evaluation and also utilizes an outside consultant, Partners in Mission, to assess and improve enrollment and marketing. Surveys given to students, parents, faculty, and alumni assessed the relevance of the school's mission statement and the success of the school's programs. NC created a motto, to align with the mission, during the 2016-2017 school year.

NC carries out programs for supervision and evaluation of all personnel, which are planned and ongoing. The principal is also evaluated through an extensive three-year diocesan process. The school board completes a self-evaluation annually. All of these assessments lead to improvement of student and school

performance.

In order for NC to remain a high-performing school, various award-based opportunities are in place. For example, there are three different NC Honor Rolls, and there is a National Junior Honor Society with stringent academic, service, character, and citizenship requirements. NC's year-end student academic awards are largely based on students' accumulated academic success. NC students participate in a number of state-sponsored learning activities such as MATHCOUNTS, Scripps National Spelling Bee, History Bee, Geography Bee, and national foreign language tests. NC students also participate in the multimedia competition for the Diocese of Manchester. The school's Terra Nova scores merited eligibility to apply for Blue Ribbon status.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

NC provides a positive environment that supports students academically. Extra help sessions, the GOALS program, guidance, study halls, and a student resource room provide a plethora of support. Parents and students receive academic communication through Google Classroom and the parent database portal. NC offers a Catholic high school entrance exam preparation program after school for eighth grade students. A designated student leadership room is a meeting and planning space which fosters leadership among the entire student body.

There is an awareness of differences in student race/ethnicity, age, gender, family backgrounds, socioeconomic status, and religious practice due to the small size of the NC community. Theology classes do a powerful unit on “Valuing Differences”, which includes discussing world religions. Developmental differences between 7th and 8th graders are acknowledged and addressed within the Theology of the Body unit. Families are served socio-economically through financial assistance. Faculty-parent meetings provide opportunities for cultural difference discussions. Numerous non-academic programs, such as clubs, dances, and school-themed events support the emotional and social growth of the students.

All teachers are socially and emotionally supported through a wide variety of team-building functions. Teachers receive casual dress days when they work longer hours due to meetings or parent conferences. Meditation, yoga, and religious retreats reduce teacher stress and burnout. A three year mentoring program is provided for all new teachers. Instructional materials and equipment are in sufficient quality, quantity, and variety which effectively support the aims and methods of the program. A solid technology plan and training support the teacher in the classroom. Teachers grow and are supported in the ways they deliver instruction, through a concise professional development and supervision plan.

The faculty and staff are strongly encouraged to collaborate with administration in the decision-making process. Grade level and department discussions take place during faculty meeting times to accommodate the busy schedules of the teachers. Two teachers have participated in the Diocese of Manchester’s Aspiring Leadership Program. Other leadership opportunities include faculty-planned field trips; faculty-led meetings; and the creation of school enrichment, service, and assembly activities.

By creating a joyful, safe, nurturing environment, NC has minimal faculty and staff turnover, and students are well prepared for high school. The faculty is committed to facilitating the success of all students as they navigate the challenges of adolescence. NC also has a strong alumni network who affirms the positive experiences they had at NC.

2. Engaging Families and Community:

The mission and lived experience at NC embrace the Catholic Social Teachings of the Church. Groups such as Caritas Christi, Student Council, NJHS and the theology department offer opportunities to serve. Some service opportunities include exploring the needs of people and situations abroad, such as deployed troops and people of Nigerian villages. Opportunities to serve closer to home include assisting Project Homeless Connect; Nashua Exchange Club; NH Food Bank; Nashua Front Door Agency; and the needs of the NC school community. Caritas Christi members have partnered with Shriners Hospital to provide a speaker, and subsequent fundraising events. NC partnered with Gold Star Mothers for Veterans’ Day assemblies and participated in Daughters of the American Revolution essay writing contests.

Strategies for engaging NC families for school improvement and student success include three major institutional advancement events: Fall Calendar Raffle, Fashion Show and Auction, and Alumni Golf Outing. Through these three events, recent school improvements, such as new bleachers, lockers, and windows, have been funded. Monies from these events promote student success through the funding of a new MakerSpace Room and its supplies, new computers, as well as a 3D printer for a new Computer 2 class offered for the 8th grade. Having access to technology enriches the NC curriculum and engages

students in the learning process. Two other events, the Father-Daughter Dance and the Mother-Son Glow Bowling Night, strengthen the bonds of families and their connections to NC. These connections lead to students feeling psychologically safe at school; which in turn, leads to an openness to learning. NC parents are informed of general student academic achievements through principal coffees, bi-monthly newsletters, emails, social media, texting, and various newspaper press releases.

NC partners with Rivier University and Thomas Moore College by accepting student teachers and interns who bring insights on innovative classroom pedagogy and best teaching practices. Additionally, the University of New Hampshire has provided several guest speakers for STEAM assemblies. NC has a long, rich relationship with a large Nashua-based corporation, British Aerospace Engineering (BAE), which prints much of the admissions/marketing material free of charge. Bishop Guertin High School, operated by the Brothers of the Sacred Heart, supplements a bus company fee to bring students to NC from towns that cannot provide bus service. This has helped NC with marketing and admissions.

3. Professional Development:

NC follows the Manchester Diocesan Master Plan for Professional Development which provides the structure, policies, and processes to empower NC to affect meaningful professional educator growth. This is a data-driven approach for continuous improvement at the diocesan, school, and individual levels that results in meaningful gains in the students' experiences. Goals and objectives are defined for the purpose of improving instruction, promoting professional development, or affecting school renewal.

The educator's professional development plan leads to re-certification; the school's planning of professional development for its community is deliberately informed by the local teacher evaluation process developed by the Catholic Schools Office, Diocese of Manchester. The design, implementation, and evaluation of professional development in the Diocese of Manchester is aligned with the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools. In particular, Standard 7 indicates through ten benchmarks, that an excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Additionally, professional development plans are in compliance with Ed 610.02 (NH state education standard) which states that school educators must be provided with professional development experiences. NC's Individual Professional Development Plans (IPDPs) are also in compliance with NH Standards Ed 505.07, Ed 506, and Ed 507, which detail the professional educator standards and certification requirements for a given endorsement and assignment. At NC, professional development opportunities are plentiful and diverse.

The school's two teacher pre-planning days in August are an example of how activities impact staff capacity, student achievement, and/or school improvement. Two teachers attended a Google Summit this past summer and then presented a faculty workshop about creating a Google Classroom site and the various ways to use Google Classroom in instruction. As a result, teachers are experimenting with the new pedagogical model of the flipped classroom and fostering student learning and engagement. In another workshop, teachers explored various statistical data about the ways girls and boys succeed academically. Additionally, the normal physical interaction of adolescent boys, was discussed, and had an impact on our discipline system. The school's "hands off" policy has become more educational and less punitive, and detention-attendance has decreased. Stress balls were purchased for classrooms, and movement integrated into lesson planning, so that students could release some physical energy and focus more on class activities.

4. School Leadership:

NC's leadership philosophy is deeply rooted in its mission statement. All plans, policies, programs, and pedagogy are designed with the individual student in mind; faculty and staff seek to nurture, support, and encourage all students to reach their potential and to participate in school life. The principal establishes communication policies, such as a chain of command and procedures for conflict resolution. These policies stem from the philosophy that faculty/staff are called to partner with parents and have good relationships to

help students achieve success.

NC has school leaders who keep the success of the student foremost in their minds. The school is led by the principal and the administrative team, which consists of a guidance counselor, admissions coordinator, business manager, institutional advancement director, athletic director and marketing specialist. The guidance counselor works closely with the principal in matters of student emotional and social health, student academic ineligibility, and student high school placements and assistance. The guidance counselor is instrumental in the collection and organization of student high school recommendations. The goal of this process is to assist students in getting applications fully completed in a timely fashion. The guidance counselor meets with individual students in matters of time management, study, and organizational skills, to help them succeed academically. NC also offers a study skills camp every summer for those who may struggle in this area.

As the educational leader of the school, the principal sets forth educator responsibilities to ensure student learning. Policies of required, standardized lesson plans create mindful and meaningful teaching, leading to engaged student learning. The principal works closely with the professional development coordinator to set school goals and assist in personal certification goals for teachers. Each year, the faculty reads a book relating to either pedagogy, adolescent behavior or learning, assessments, etc.; book discussions are then led by the professional development coordinator. These activities strive to increase the quality of teaching, which in turn increases student learning.

Faculty and parents work together or devote their own time to offer 15 clubs at Nashua Catholic. Additionally, 14 athletic teams are offered over three seasons. The athletic director organizes and seeks funding for these teams so that NC students can have the best athletic experience possible.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

What makes NC so successful, especially in the area of socio-emotional growth and nurturing of the student, is the belief in and implementation of the NC mission statement. The school's top priority is to implement policies and practices which assist the student in achieving his or her greatest potential, gaining real life skills, and making a difference in the world. Developing 21st century learners then results in the boosting of academic achievement, motivation, civic engagement, and a sense of social responsibility.

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? \$8560
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2228

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 53%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3

Grade: 7

Edition/Publication Year: 2010

Publisher: McGraw-Hill

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	703
Number of students tested	79
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: No subgroups

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2010

Test: Terra Nova 3
Publisher: McGraw-Hill

Grade: 8
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	720.6
Number of students tested	101
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: No subgroups

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2010

Test: Terra Nova 3
Publisher: McGraw-Hill

Grade: 7
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	693.8
Number of students tested	79
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: No subgroups

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2010

Test: Terra Nova 3
Publisher: McGraw-Hill

Grade: 8
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	710.4
Number of students tested	101
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: No subgroups