

U.S. Department of Education
2022 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. Julie Barthel
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Cathedral High School
(As it should appear in the official records)

School Mailing Address 5225 E 56th Street
(If address is P.O. Box, also include street address.)

City Indianapolis State IN Zip Code+4 (9 digits total) 46226-1487

County Marion

Telephone (317) 542-1481 Fax _____

Web site/URL https://www.gocathedral.com E-mail abrooks@gocathedral.com

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Robert Bridges E-mail rbridges@gocathedral.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Indianapolis Tel. _____

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. Victoria Schneider Temple
(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 2021 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 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
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 current school year (2021-2022) 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):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools

 - 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, 2021 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 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	0	0	0
8	0	0	0
9	160	130	290
10	166	136	302
11	126	123	249
12 or higher	144	95	239
Total Students	596	484	1080

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1.5 % Asian
 - 12.2 % Black or African American
 - 9.7 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 67.6 % White
 - 8.9 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 2%

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, 2020 until the end of the 2020-2021 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2020	1080
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Spanish, Portugese

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

3 Total number ELL

7. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 94

8. Students receiving special education services 2 %

With an IEP or 504: 22 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>13</u> Autism | <u>1</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>94</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>69</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. Number of years the principal has been in her/his position at this school: 2

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. 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	6
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	91
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

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 12:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2016	2016-2017
Daily student attendance	94%	97%	88%	89%	91%
High school graduation rate	100%	100%	100%	100%	100%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	256
Enrolled in a 4-year college or university	98%
Enrolled in a community college	1%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	1%

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

Yes X No

If yes, select the year in which your school received the award. 2016

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

Cathedral, a Catholic high school in the Holy Cross tradition, transforms the hearts and minds of a diverse group of students to have the competence to see and the courage to act. Cathedral will be the Catholic high school of the future, providing the best possible education for the individual student with a firm foundation in Holy Cross values.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Equal Employment Opportunity: To provide equal employment and advancement opportunities to all individuals, employment decisions at Cathedral will be based on merit, qualifications, and abilities. Cathedral does not unlawfully discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, military service veteran status, or any other characteristic protected by law.

Employees with questions or concerns about any type of workplace conduct inconsistent with these policies are encouraged to report to their immediate supervisor, who should be able to address the concern in most cases. If for any reason you are uncomfortable reporting to your supervisor, you should report your concerns to Human Resources. If for any reason you are uncomfortable reporting to Human Resources, you may report your concerns to the President. No action will be taken against an employee who makes a good faith report of behavior reasonably believed to violate this policy. Violations of this policy will not be tolerated and will result in discipline. This policy shall apply to all employees, applicants for employment, board and committee members, and volunteers and extends to all phases of employment, including recruitment, screening, referral, hiring, training, promotion, discharge or layoff, rehiring, compensation, and benefits.

Workplace Diversity: Cathedral cultivates a work environment that encourages fairness, teamwork, and respect among all employees. We are firmly committed to maintaining a work atmosphere in which people of diverse backgrounds and lifestyles may grow personally and professionally.

17. **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

Cathedral High School's new tagline is "Greatness is Calling." While we introduced this new marketing campaign a little more than a year ago, greatness has been calling students to Cathedral for more than one hundred years. Bishop Joseph Chartrand founded Cathedral in 1918. He commissioned the Brothers of Holy Cross to serve as educators for the school, initially an all-boys school located in downtown Indianapolis. Cathedral has been co-ed since it moved to its current location in 1976, a beautiful tree-lined hill on the east side of Indianapolis, Indiana.

Cathedral provides a faith-based, transformative education to students in grades 9-12. As a Catholic school in the Holy Cross tradition, Cathedral embraces and fosters 9 core values based on the writings of Blessed Basil Moreau: Option for the Poor, Divine Providence, Excellence, Integrity, Family, Hope, Educating Hearts and Minds, Inclusiveness and Diversity, and Zeal. As one of Cathedral's Holy Cross Core Values regarding Diversity and Inclusion, Cathedral is proud to commit to that diversity in many ways. In addition to attracting students from diverse economic and religious backgrounds from more than 150-grade schools in central Indiana, more than 32% of her student body are students of color. Cathedral's mission is to transform the hearts and minds of our students to have the competence to see and the courage to act. We accomplish this goal through a rigorous academic program that allows every student to be challenged to his/her highest ability regardless of educational level. Since receiving the Blue Ribbon Award in 2016, teachers are using increasingly more effective technology to engage their students, which is made possible because Cathedral is a 1:1 school. This allows for state testing as well as onboarding of school-wide apps such as Notability to be used. Other common teaching strategies include using Socratic Seminars and Understanding by Design. Naviance is also being used with greater efficiency to help our students with college and career guidance. Adding to our students' holistic education is their involvement in our superb co-curricular programs, including speech and debate, theater, choir, and band. Cathedral has more than 60 clubs and activities, and more than 90% of Cathedral students are involved in athletic endeavors. Nearly every Cathedral student is engaged in at least one activity outside of the classroom.

Proud of her past while also focused on her future, Cathedral recently completed a \$13.5 million Innovation Center. Built adjacent to the main building, the Innovation Center is a 49,000 square foot addition created to provide unique learning spaces for our students to delve deeper into the subjects of biology, chemistry, robotics, engineering, and entrepreneurship. The Innovation Center promotes interdisciplinary and transformational learning, as well as wide-ranging collaboration for all STEM studies. It is also a resource space to encourage innovation, ingenuity, and creativity, preparing our students for the jobs of the future. The Innovation Center is a breath-taking addition to our 40-acre college-like campus, from which 100% of Cathedral's students are routinely accepted into the country's top colleges and universities, and seniors generate millions of dollars in scholarships. In addition, in the past eight years, 17 Cathedral students have received Academy Appointments. As a matter of fact, in 2018, one Cathedral student was accepted to four service academies.

The fact that Cathedral maintained face-to-face learning throughout Covid-19 and continued to support students' academic, spiritual, and social-emotional needs did not go unnoticed. Cathedral's enrollment is on the upswing, having enrolled two of our largest classes the past two years and welcoming a record number of transfer students in the summer of 2021.

Students are supported academically in numerous ways, such as through Cathedral's Learning Commons. In the Learning Commons, students are paired with peer tutors to assist with mathematics. This model has proven to be beneficial to both the tutor and the student who is receiving help. Also, our freshmen receive a great deal of support before their first year of high school even begins. Since receiving the Blue Ribbon Award in 2016, Cathedral has revamped her Peer Mentor Program. The Peer Mentor Program is a selective process in which top senior students are chosen to mentor the incoming freshman class. The seniors first meet their mentees at our freshmen orientation called Lughnasa. Lughnasa and our Peer Mentor Program have been exceptionally well received by freshmen parents to introduce our youngest students to high school and ensure they are well equipped to succeed.

Christian Service is an integral component of the Cathedral experience as we prepare our students to positively impact the world. In 2021, Cathedral incorporated the Community Service Program into the Religion Curriculum, encouraging our students to serve their community and reflect on how we are called to help one another and make a positive impact in the world.

A vibrant and bold strategic plan is a vital mark of an excellent school, and Cathedral is currently in year one of a robust five-year strategic plan. That plan includes enhancing educators' benefits and becoming a STEM-certified school. Proud of her rich tradition of excellence, Cathedral is also focused on innovation for the future and how we can ensure our students answer their call to greatness.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Cathedral's education experience helps students find the right academic programs and classes to fulfill their individual goals. Through enhanced counseling and data-based decision-making, plus next-generation teaching methods such as in our new Innovation Center housing the STEM program and project-based learning, students are better prepared for success in college and careers.

Cathedral High School provides courses that enable students to achieve their academic goals and prepare for college or career. Based on the scores of the High School Placement Test (HSPT), students are recommended for the appropriate level of courses. Students scoring 90% or over are recommended for honors-level. Students scoring 50-89% are recommended for academic level, while those with low scores under 50% are placed in college-prep level courses.

Cathedral, a 1:1 school with every student having access to an iPad, increases the pedagogical approaches available to her teachers and learning opportunities for our students. Cathedral is dedicated to pedagogies proven to develop critical thinking, communication and collaboration, problem-solving, and experiential learning through service and leadership. The faculty meet in professional learning communities (PLC) to discuss teaching strategies to enhance instruction through analysis of assessments. Additionally, time has been provided to prepare curriculum maps for each course and each level of that course. The maps outline skills to be mastered by students against state standards, teaching strategies with activities/labs, and examples of formative and summative assessments regarding those standards and skills.

Assessments include formative assessments such as bell work, exit tickets, journal entries, quizzes, discussions, and more. Summative assessments include final exams, projects, quarterly common assessments. The common assessments are given by all teachers teaching the same course. Teachers will compare data and engage in discussion of success areas, areas to improve teaching, and how to proceed through differentiation for those that may not have mastered the content and skills.

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

Cathedral's English department is vertically and sequentially aligned to serve the diverse needs of her students. The department's mission is to prepare students to critically analyze written work, write with integrity and passion, speak properly, and creatively and analytically think. The department is anchored in the traditions of a classical Western literary education. It also seeks opportunities within the curriculum to incorporate contemporary voices and perspectives.

Beginning with a survey of literature in English 9, English 10 focuses on American Literature, English 11 British Literature, and English 12 broadens to Europe and beyond. Beyond the four years of high school English, students are required to take an additional semester of composition along with a semester of either speech or debate. There is an explicit focus on all aspects of communication and being well-prepared for college-level work within the department.

The English department is structured to allow striated levels within each year. From explicitly-designed English courses geared to students in the Language Support Program (LSP), to intense honors offerings at all grade levels, to Advanced Placement (AP) and dual credit courses for students ready for college-level work in their junior and senior years, Cathedral's English teachers work to meet students where they are and challenge them appropriately. All Cathedral students prepare for college by focusing on vocabulary, grammar, critical analysis of literature, and foundations of reading, speaking, and writing; therefore, the process of constructing a research paper is taught each year.

Throughout their high school careers, the ablest students study at the honors, AP, and dual credit levels. Eighth-grade students who are deficient in language arts skills must participate in Cathedral's English/Language Arts Summer Success Program before ninth grade. Students diagnosed with dyslexia or other language learning differences enter the Language Support Program with specific curriculum and instruction appropriate for their needs. Additionally, the department encourages all students to visit the Writing Center to enhance their writing skills.

Within each level, there are common expectations among the teachers for the students, and the department focuses on vertical and horizontal alignment. Quarterly common assessments have been helpful to establish common expectations. The English department supports flexibility within the curriculum at each level. While there is consistency among the material and skills taught at horizontal levels, the method of delivery varies from teacher to teacher. One common instructional practice is engagement in Socratic seminars.

In addition to the quarterly common assessments, the English department assesses students through sketch notes, writing samples, presentations, research papers, and traditional objective-style tests. The teachers use data from the assessments to determine how to modify instruction, strategies to reteach concepts, and evaluate individual needs. This may lead to differentiated instruction or the possibility of reevaluating the course level for the student.

Depending on the class level for the following year, students read 1-2 books (from a list determined by the department, aligned with 1 of the 9 Holy Cross values) and write a series of journal entries per book, selecting from a list of 9 journal topic questions. Summer reading has been changed from reading books over the summer and taking an exam to this current assessment of journal writing.

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

Cathedral High School's math department works to ensure that all students study mathematics successfully at a pace and depth appropriate to their individual needs. The math program provides three different levels of study for students of varying mathematical ability and interest: honors, academic, and college preparatory. AP and dual credit classes are available for juniors and seniors. All students are required to be enrolled in a math class every semester at Cathedral.

The majority of the students will follow the sequence: Algebra I, Geometry, Algebra II, and Pre-Calculus (which are all offered at the 3 levels). As stated previously, placement into the appropriate level is determined by the High School Placement Test. Additional courses are available to students who need remediation as well as those stronger math students who will take AP Calculus AB or BC, AP Statistics, or dual credit Finite Math through Ivy Tech State College.

Most students enter 9th grade taking Algebra I; however, some have taken Algebra I and possibly Geometry. Given that students are from over 150 different schools, some students may have already completed a high school level Algebra I course, as designated by the state. Students may choose to test their knowledge of state standards by completing a proficiency test during the summer before 9th grade. If the proficiency test shows mastery of Algebra I, the student may elect to move on to Geometry. In a few cases, advanced students may have had Algebra I and Geometry and therefore will be able to advance to Algebra II (once mastery is shown on the proficiency test).

It is believed that each student can be successful in learning to value mathematics, become confident in his or her own ability, become a mathematical problem solver, communicate mathematically, and reason mathematically. The practice of using deductive and inductive reasoning is nurtured not only in math, but also in day-to-day situations. Instructional practices within the classrooms include focusing on practice through the use of physical and digital whiteboards and the application called Classkick in which teachers can assign students problems and view their work progress in order to provide individualized support. However, classes require homework to be done using pencil and paper instead of computer-based homework programs. Most classes use guided notes and the completed notes are then available on Schoology, Cathedral's learning management system.

The math department also encourages students to participate in performance-based competitions. The Indiana Math League is a statewide competition in which participants meet once a month before school to take challenging standardized math tests. More than 600 students participate in this competition, which is designed to further the study, practice, and appreciation of mathematics. The American Mathematics Contest Administered by the Mathematical Association of America (MAA) is dedicated to the goal of strengthening the mathematical capabilities of our nation's youth. The MAA believes that one way to meet this goal is to identify, recognize and reward excellence in mathematics through a series of national contests. Lastly, Franklin College (located in Franklin, Indiana) hosts an Annual Math Day competition open to all high school students. Students form teams of 3 to compete against other high schools.

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

The science department aims to transform the diverse group of learners into scientific thinkers. This is made possible as students are required to take six semesters of science. Similar to math and English departments, core classes such as Biology, Chemistry, and Physics are offered at the college prep, academic, and honors levels. Indiana requires 2 semesters of Biology I, in addition to 4 electives, of which 2 must be a physical science. Students are advised to take Integrated Chemistry and Physics (ICP), Chemistry I, or Physics I to meet the physical science requirement. The department has a healthy number of elective courses such as Anatomy I, II, and III, Zoology, Sports and Exercise Health Science (SEHS), Environmental science, Organic Chemistry, and Forensics.

Students also have various college-level elective courses to choose from, including AP Environmental Science, AP Biology, AP Physics 1 and 2, and AP Chemistry. Another particular bright spot is our offering for Independent Study for students who want to dive deep into a specific subject beyond the typical course offerings.

Technology plays a significant role in science courses. As each student has an iPad, this lends itself to students and teachers creating digital artifacts, and some teachers partially "flipping" their classrooms, allowing class time to be used for individualized support and more learning by doing, such as a lab experiments. The teaching styles of the teachers vary from traditional to inquiry and lab-based learning with a focus placed on hands-on learning through collaboration, cooperation, and problem-solving utilizing critical thinking and research-based skills. Students are assessed by individual and group presentations to explain their findings or through written reports.

The department also benefits from a number of activities that take place off campus, including various field trips including visits to the Indiana Spine Group, Medical Academic Center, University of Indianapolis Sports and Exercise Lab, the Indianapolis Zoo, and the Indiana Forensics lab.

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

Cathedral's social studies department offers a dynamic curriculum of required and elective courses to meet the academic needs of the student body, which examines geographic, historical, cultural, and economic situations to better prepare students for the future. The social studies curriculum offers multiple levels for all core classes ranging from college prep, academic, honors, AP, and dual credit enrollment through Indiana University and Ivy Tech Community College. Students are required to complete World History, United States History, Government, and Economics courses throughout their high school career. However, multiple electives are offered for those students interested. A few electives include Sociology, AP Psychology, AP European History.

The Social Studies Department uses a diverse range of teaching pedagogies, which include storytelling, lecture, student and teacher-led class discussion, experiential learning, flipped classroom, and inquiry-based learning. Through the variety of instructional methods used, students are confident in engaging in debate, presentations, and discussions to name a few methods of assessment, aside from traditional testing. Faculty incorporate technology in both their teaching and in student products benefiting from Cathedral's 1:1 platform. The faculty focuses on providing students with the knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy.

The department offers unique learning opportunities. Members of the Marion County judicial community come to Cathedral annually to celebrate Constitution Day, and the Indiana Court of Appeals brings appeals cases alive to Cathedral through their “Appeals on Wheels” program each spring. Social Studies faculty utilize Indianapolis treasures to enhance learning, such as the Indianapolis Museum of Art, Indiana Historical Society, McKinney School of Law, and Indiana State Museum.

The Social Studies Department also has a wide collection of extra-curricular activities, which allow students to explore their political, historical, and international interests including, “We the People, Citizen and the Constitution,” Young Democrats, Young Republicans, Cathedral Political Party Club, and Model United Nation.

1f. For secondary schools:

The curriculum at Cathedral is designed to support each student’s college and career readiness. Students engage in dozens of hours of service to the community. This is accomplished through guidance from members of our religion department and Campus Ministry. Cathedral’s Holy Cross mission supports the development of the whole child, educating both hearts and minds, so all educators are invested in students’ futures.

The three academic levels are available to students to provide flexibility and address individual needs. Academic excellence is a priority and tradition at Cathedral High School. Cathedral provides a learning center, teacher office hours, peer mentors, and a resource period in an effort to meet the needs of all students. Currently, Cathedral offers 30 AP courses including the AP Capstone and 17 dual credit options in world language, social studies, English, and arts. Cathedral provides opportunities for students to take courses in Civil Air Patrol, four world languages, computer programming, entrepreneurship, robotics, pre-engineering, and others.

Cathedral has more than a 100-year history of academic excellence, and alumni engage regularly with our students. We continually seek ways to equip each student with the skills and knowledge for success in college and beyond including partnerships with many businesses and industries. During their junior and senior year, students can enroll in a career exploration course that provides opportunities for job shadowing, often with alumni. Job shadowing allows the students to start narrowing down their options to those that are most important to them. Students can engage in different interests to help guide them towards specific fields which can ultimately further guide them in determining possible college majors and colleges/universities.

Teachers from the math and English departments collaborate with guidance counselors to offer SAT and ACT prep classes for students to attend on various Saturdays. The counseling department works diligently with each student to ensure requirements for college are met. Counselors help students and families through the college admissions process, in addition to helping them search for scholarships. Almost all of Cathedral’s teachers write letters of recommendation for seniors as they apply to colleges/universities.

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

2. Other Curriculum Areas:

Students must complete one semester of Health and 2 semesters of physical education (PE) by the end of 10th grade. Health teaches first aid, nutrition, wellness, fitness, mental health issues, effects of drugs, alcohol, and smoking, along with additional challenges affecting today's teenagers. Students receive professional instruction in nutrition, drug prevention, and sexual disease awareness, in addition to Adult/Child Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) training.

The primary goal of the PE classes is to promote healthy lifestyles and personal wellness, through varied methods such as strength training, yoga, and Pilates. The Advanced Physical Education (APE) course is

designed to develop strength, flexibility, and endurance. Additionally, the development of a personal fitness plan and nutritional needs are addressed.

Students must complete 2 semesters of any one of the over 50 art courses offered at any point in their high school career. The theater, music, and visual arts courses strive to nurture commitment, responsibility, cooperation, teamwork, and develop a knowledge of and appreciation for the arts.

The fine arts include drawing, painting, printmaking, sculpture, ceramics, jewelry, and photography courses. For instrumental music, Cathedral offers multiple ensembles (100+ member Marching Band and Guard, Concert Band, Pep Band, Jazz Band, and Orchestra), and courses in Music History and Appreciation to AP Music Theory. The theater's no-cut program produces four major and four minor productions annually, sponsors an improvisational competition, and offers many courses, including Acting, Tech Theater, and Set Design.

The world language department offers Latin, Spanish, French, and German courses. Students must take 3 years of one language. Students may advance through the years by completing a proficiency test. This process can allow students to complete levels 6 or 7 of the curriculum. World languages integrate speaking, reading, and writing through individual and group work. The department offers AP Language and Literature courses and multiple dual credit levels. Furthermore, the department has sponsored or coordinated overseas exchange, study, or mission trips. Recently, American Sign Language (ASL) was added to the school offerings; students receive an elective credit (not world language credit).

The technology and engineering offerings at Cathedral are varied. While not required, interest and participation in them are growing. Cathedral's STEM initiative is growing in numbers with various courses to select. The Civil Air Patrol (CAP) program teaches citizenship, self-discipline, physical fitness, leadership, and skills used in decision-making, communications, and problem-solving. The course content and experiences enable the students to understand the military's role in support of national objectives. They become familiar with military knowledge, gender equity issues, benefits, and requirements. The Air Force Academy reserves spots for students who qualify academically and have completed the CAP program. Additionally, students can obtain their pilot's license.

Computer science courses include Computer Programming, AP Computer Science Principles, C++, Java, and AP Computer Science. Cathedral offers Robotics (including Competition and Advanced Robotics), in addition to Pre-engineering I, II, and III. Business courses include Accounting, Applied Career Information and Exploration, Broadcasting, Entrepreneurship, Personal Financial Responsibility, Sports Entertainment Marketing, and more.

Religion is an essential aspect of the curriculum as a Catholic school. Ninth-grade students explore the core values and traditions of the Congregation of Holy Cross. In 10th grade, students learn to live morally as one of Christ's disciples. As juniors and seniors, students may choose a religion elective each semester, such as World Religions, Faith in Films, Spiritual Warfare, Religion and Politics, and Science and Religion, to name a few.

3. Academic Supports

3a. Students performing below grade level:

Cathedral supports students with learning differences in ways that maximize the students' abilities by providing supplemental supports in several areas. When there is a discrepancy between the student's level of achievement and their ability, there are several options for support. The Learning Commons Math Resource, Learning Resource Center (LRC), and the Language Support Program (LSP) address the needs of our students.

Learning Commons Math Resource addresses the needs of students struggling in math class. Students are provided more time and individualized instruction in this specialized setting. The program is overseen by the Director of the Learning Commons, who works directly with the students, along with math teachers assigned

during specific periods of the day to provide individual and differentiated content according to students' needs. Their needs are determined by their scores on assessments, as well as his/her performance in class. The resource center helps students receive academic coaching and build their academic skills. We offer these services to all students, those with or without learning disabilities.

Students are identified before their freshman year by using the High School Placement Test or other evaluations used by their previous schools. Cathedral also identifies students who received lower than a D in math on their first-quarter report card and assign them to the Learning Commons Math Resource.

ReadingPlus, a software program that tracks and develops reading comprehension levels is used for freshmen students to determine those below grade level. Students scoring at least three grade levels below same grade peers are invited to join the LSP Freshmen Language Intensive class to develop their foundational reading skills. Students will also be added to Cathedral's ReadingPlus subscription, a program to monitor and develop reading skills. In addition, these students will enroll in Latin as their world language in order to strengthen vocabulary and comprehension.

3b. Students performing above grade level:

Cathedral supports students who are achieving above grade level by providing dual credit, the AP Capstone program, tutoring, and the peer mentoring program.

Dual credit courses provide students the opportunity to enroll in college classes and obtain a college transcript while in high school. Cathedral has formed a partnership with Indiana University, Ivy Tech, and Purdue University (Ft. Wayne). The courses are taught by Cathedral faculty who have earned certification/approval through the college in order to serve as adjunct faculty members for the college. Students have the opportunity to graduate from Cathedral High School with a college transcript. Furthermore, students who have excelled beyond Cathedral's course offerings have taken online, advanced college courses through Indiana University and Ball State University, to name a few.

AP Capstone™ is a diploma program that Cathedral offers our students based on two year-long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

Our peer mentors are a group of rising seniors who go through an extensive application and screening process to be accepted into the program, as well as completing a semester-long class during their junior year. During their senior year, peer mentors are focused on the social and emotional well-being of the freshmen class. Each peer mentor guides and fosters a relationship with a small group of freshmen. The program is built on the idea of enhancing leadership qualities in the seniors and linking them with freshmen that they can mentor throughout the year. During Lughnasa, the freshmen orientation experience, each Peer Mentor began their experience with their mentees.

Furthermore, students that are in the National Honor Society serve as tutors in our Learning Resource Center as well as the Math Resource Learning Commons to provide additional academic support for those students needing further assistance.

3c. Special education:

Students with diagnosed learning disabilities are primarily supported by the Language Support Program and the Learning Resource Center.

The Language Support Program (LSP) is a curricular intervention for students with language-based learning disabilities, such as dyslexia. The program aims to develop reading comprehension and written expression. As part of this program, a cohort of approximately 24-28 students per grade level is split into two small sections of English classes taught by reading specialists with experience in educating those with learning disabilities. Students complete two additional English classes in their first two years: Freshmen Language

Intensive and the Fundamentals of Writing. The LSP students must enroll in Latin as their world language to enhance comprehension. These classes follow an Orton Gillingham style of instruction to remediate and teach critical reading and writing skills. In their junior and senior years, students continue with the small class sizes into one English class, a Pre-AP and AP class, still taught by a teacher in LSP. During the four years, students attend additional programming regarding accommodations, the college search, and self-advocacy outside of the high school setting.

The Learning Resource Center (LRC) is open to all students but explicitly oversees the accommodations for any student with diagnosed disabilities not being serviced by the Language Support Program. The LRC develops executive functioning skills, especially in the first semester of freshman year during the LRC Study Skills class. LRC staff oversee proper accommodations for students in their core classes, applying for high stakes testing accommodations, writing formal Cathedral plans for students within the program, and coordinating with parents, teachers, and students. LRC staff also coordinate with our Local Educational Agency, Indianapolis Public Schools, to update Individual Service Plans and negotiate Individuals with Disabilities Education Act (IDEA) funding for students within the programs.

Additionally, support services include formal and informal classroom accommodations (extended time for assessments/assignments, quiet spaces, preferential seating, scribes), tutoring from peers in National Honor Society, and teachers before/after school. A Summer Success program with remediation/study skills carries over into intentionally small classes (some with aides) in English and math.

3d. English Language Learners, if a special program or intervention is offered:

Students are identified as English Language Learners (ELL) during their freshmen onboarding process with a home-language survey. Students identified as non-native speakers will take the World-Class Instructional Design Assessment (WIDA) if an earlier assessment from middle school does not exist. Students scoring below a 5 on the WIDA are identified as English Language Learners. ELL students will receive an Individual Language Plan, which outlines accommodations such as extended time and the use of a bilingual dictionary. The ELL Director meets regularly with both Non-Native Speakers and ELL students to perform grade checks and check-ups, especially during the freshman year, to monitor their transition to Cathedral. ELL students are retested on an annual basis and have their accommodations renewed or modified, depending on their proficiency in English. The ELL director provides professional development to teachers concerning best practices teaching content areas to English Language Learners.

Due to increasing numbers of Hispanic students and families, Cathedral has developed Heritage Spanish 1 and 2. Spanish heritage learners are those students who communicate in Spanish regularly in their home with family, in their community, or have lived in a Spanish-speaking country for an extended time and wish to further develop their Spanish language proficiency/competence at an academic level. The general objectives are to develop competence in the student's reading and writing (literacy) skills, master specific grammar points particular to heritage speakers, augment their vocabulary, and explore issues related to identity and culture. The goal is to validate the linguistic and cultural experiences and influences of their bilingual and bicultural upbringing while also building their academic skills in Spanish for them to feel confident in their use of the language for different settings and prepare them for college.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Cathedral engages students and provides a positive environment in a number of ways. Cathedral was founded on and embodies the four pillars from the Holy Cross tradition: Character, Service, Leadership, and Spirituality. These pillars create a school environment in which students can thrive. One example is the Irish County System. The students are grouped into 10 counties of Ireland and each county is made up of a few towns allowing students to be in a small group setting of 15-20 students from grades 9-12. The county system builds relationships among grade levels and with faculty and staff. It is an opportunity for small groups to discuss social and emotional topics, do service projects, and build community. The program has been temporarily suspended because of Covid restrictions but will return as soon as possible.

Religion classes are required each semester. The religion curriculum is aligned with the United States Conference of Catholic Bishops (USCCB) Framework and leads each student to experience in heart and mind a living faith that contributes to a positive environment. In addition, there is a conscious effort to incorporate the Holy Cross values in all extracurricular activities. Cathedral's Campus Ministry program is strong with retreats at each grade level, service embedded across all four years, and optional mission trips that lead to a high level of student engagement.

Co-curricular activities are an important part of holistic education. Participation in activities outside of the classroom setting gives students opportunities to develop leadership skills, make new friends, and serve others. Some of the clubs offered include Horse Club, Latino Student Union, Holy Cross Council, Ski Club, Environmental club, and much more. There are over 50 clubs offered, mainly led by students with an educator as a moderator.

New to the school, from January 3-14, 2022, students took a break from their usual classes and immersed themselves in a subject of their choosing. January Term, or J-Term, offers students the ability to explore curiosities and allow for exploration in interest areas at a deeper level. Students immerse themselves in hands-on experiences of applied learning and unconventional teaching that they might not be able to have during the regular school year. We will ignite passions and help direct our students to explore aspirations and careers. Examples of opportunities include College Boot Camp, Farm Life, Job Shadowing and Internships (with local employers, many of whom are alumni), Mock Trial, Introduction to Crossfit, Managing your finances, All things Automotive, Leadership courses, Yoga, and much more. J-term is geared to be mission-driven to enhance their physical, intellectual, emotional, social, and spiritual growth while continuing to provide a positive experience.

2. Engaging Families and Community:

The Advancement department facilitates business, higher education, and community partnerships to leverage financial support and provide programmatic support and opportunities for students. For example, since 2018, Cathedral has partnered with Community Health Network to provide athletic training, nursing service, and mental health services to Cathedral students. To expand and refine the service provided through our Language Support Program, Cathedral has partnered with Crossroads Education. Crossroads provides testing accommodations, academic coaching, meetings with parents, case conference meetings, and more that are designed to ensure student success and intellectual growth in Cathedral's college preparatory curriculum. In addition, the Cathedral partnership with community organizations like the Center for Leadership Development provides scholarship opportunities to incoming students and graduating seniors.

The Cathedral Alumni Association hosts various events each year to engage the community as a whole. Class reunions, including one held virtually during the pandemic, have allowed hundreds of alumni to reconnect and renew their lifelong connection to Cathedral. Events like our Breakfast with Santa and Easter Egg Hunt allow the next generation of Cathedral students to be introduced to the school. Affinity group reunions, including those for sports, clubs, and minority alumni affinity groups, provide opportunities for current students to engage with alumni in specific areas of common interest and shared life experiences.

Faculty and staff utilize the Cathedral family, including alumni, current parents, grandparents, and past parents, to connect with our students by sharing their industry expertise. As Cathedral embarks on our first “January term” for the spring semester of 2022, there are already 15 alumni volunteers who are eager to share their career experiences either through panel discussions, guest speaking, job shadowing, and internship opportunities.

St. Nick’s Nook, Cathedral’s onsite food pantry, allows students access to quick meals and snacks during the school day or take home full grocery bags of food for their families. The onsite food pantry allows Cathedral to internally address a real need for students experiencing hunger and food insecurity.

3. Creating Professional Culture:

Cathedral prides herself on our Holy Cross Values and our tradition of educating the whole student—heart and mind. We guide our students along a journey of information, formation, and transformation. Everything we do must be student-centered and focused on creating a uniquely personal experience for each student. We strive to activate students’ discovery or purpose and contribution to our world. This philosophy motivates not only all students who attend, but those who choose to work and support Cathedral.

Teachers feel valued and supported in our community build on the bedrock foundation of faith, thriving relationships, and professional learning communities. Educators are provided opportunities to advance themselves physically, intellectually, emotionally, socially, and spiritually. The holistic experience provided for students is also available to faculty. This may include attending school retreats with students to gain a deeper connection with them and in their own faith, encouragement in attending school functions such as sporting events, luncheons, and mass. Furthermore, Cathedral supports the intellectual growth of faculty by offering to financially support two college courses per year. Teachers are able to gain advanced degrees which has often led to them qualifying for different positions within the school. Cathedral is proud of her educators often being involved in making decisions. The Academic Innovation Team and Student Innovation Team are all classroom educators as well, and feedback is solicited.

As the school went into the virtual/hybrid model of teaching, the educators were supported mainly by the flexibility that was provided. For teachers, hearing that it is a unique situation and we will learn together as we go can be very comforting words. Most teachers were not educated to teach in a virtual environment, but everyone was thrown into it during Covid when schools were shut down but professional development was provided to ease the transition. Teachers were provided time to meet with other educators over zoom to discuss strategies, plan and modify lessons to attempt to maintain student engagement and maintain the integrity of the curriculum, and more. The administration valued and provided some of the main necessities for teachers which are time, flexibility, and a voice.

4. School Leadership:

At her highest level, Cathedral operates under the leadership of a Board of Directors. The Board is comprised of alumni and Cathedral parent community leaders who focus on macro-level organizational leadership and fundraising. The President reports to the Board of Directors and oversees the academic and business aspects of the school.

The Chief Financial Officer manages the business aspects of Cathedral and reports to the President. Also reporting to the President are the Executive Vice President for Advancement, Chief Operating Officer, Director of Admissions, and Director of Marketing. The Principal also reports to the President. In turn, the Vice Principal for Academic Affairs, the Vice Principal for Academic Support, and the Director of Athletics report to the Principal.

In our goal to be the Catholic High School of the future, Cathedral embarked on a new academic leadership direction in 2019. The principal and vice-principals selected a dynamic and passionate group of individuals to lead our educators. The Student Innovation Team (SIT) and the Academic Innovation Team (AIT) report to the Principal. The AIT directs Cathedral’s overall academic program, emphasizing collaboration and

trust, with the goal of meeting the needs of our diverse student body. The Student Innovation Team, also made up of a highly dedicated group of educators, is tasked with creating innovative methods to keep our students engaged outside of the classroom. Among their goals is to ensure each member of the student body feels supported and understood as a part of the Cathedral High School family.

Cathedral's allocation of donor funds illustrates the school's focus on student support and achievement. In April of 2021, an anonymous donor gave Cathedral three million dollars to officially complete the school's Centennial Campaign. The donation will create an endowment fund whose income will be used to support enhancements to the current Language Support Program and the Academic Support Program. These enhancements include the hiring of two new positions, software purchases, and funding for psycho-educational evaluations which diagnose potential learning differences and/or psychological disabilities.

In February of 2021, Cathedral asked parents, students, faculty, and staff to participate in a survey that evaluated Cathedral's policies, climate, and culture. A third party conducted the survey to ensure anonymity. Cathedral uses the survey data to improve deficiencies to remain focused on goals and mission.

5. Culturally Responsive Teaching and Learning:

As an extension of our commitment to the Holy Cross core value of Inclusivity and Diversity, Cathedral has learned over the 103 years that it is imperative to holistically connect with the diverse needs of our students, families, and staff by forming strong partnerships. Through the intentionality of our work, we continue to strengthen those partnerships in our ever-changing environment.

The traditional holidays and celebrations, like the Black History Month Program, Multicultural Assembly, Hispanic Heritage Month Celebration, Asian American Pacific Islander Denounce Hate week, include student, parent, and staff participation. In addition, we have delved deeper into our commitment to ensure all feel intimately welcomed and valued. We have utilized workshops and diversity leadership training programs, including but not limited to Paul Gorski's "Equity in The Classroom" and the Peace Learning Center's "Implicit Bias" training. Also, to empower our school, Cathedral has provided our constituents with Independent Schools Association of the Central States (ISACS) diversity training, plus the National Association of Independent Schools People of Color Conference Student Diversity Leadership Conference. We have even partnered with Nemnet, a minority firm, which has assisted us with recruiting, hiring, and retaining faculty/staff members of color. As a result, we birthed a diversity-based English course called "Voices of the World."

Other partnerships include the "New Students & Families of Color Orientation" to intentionally address the needs of our growing diverse demographics. Consequently, Cathedral also has a parent/student affinity group called "Me@C," which supplements diverse families transitioning to our school. Day to day, faculty and staff work as moderators for our affinity clubs, such as Black Student Union, Asian Student Union, Latino Student Union, and Girl-up, which addresses women empowerment. Community partners with diversity platforms have played a critical, supporting role in enhancing education, participation, and collaboration to maintain diversity. Community partners include the Center for Leadership Development, Indiana Black Expo, Indiana Latino Expo, Latino Institute, and the Urban League.

Cathedral has continued to remain proactive with current affairs and social movements, hosting forums virtually and in person. Most recently, a series titled "Listen, Learn & Love" addressed Black Lives Matter, LGBTQ+, and even the political divide as reflected in the January 6, 2021 storming of the Capitol building. These forums have had an immediate impact and have provoked some policy/social changes. Also, students, families, and staff are more fully aware of where their direct support resides with respect to diverse challenges.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Cathedral boasts a robust Multi-Tiered System of Support (MTSS) for our students. This system is a framework for educators to provide academic and social/emotional supports for various needs of our students. The Response to Intervention (RTI) structure of the past developed into MTSS by identifying students who would benefit from more intensive, targeted interventions and monitoring their progress through this 3-tiered process through the Learning Resource Center (LRC).

The LRC exists to assist students in meeting their academic, social, and emotional goals while working with students and parents to develop an individualized education plan based upon the student's needs determined by the MTSS process. The LRC, as an actual physical space and program encompassing MTSS, is designed to ensure student success and academic growth in Cathedral's college preparatory curriculum.

Tier 1, as the largest tier and the foundation for the entire framework, encompasses the whole school with core instructions and essential interventions. Students are identified as being at risk through grade monitoring, counselor oversight and personalized meetings, and digital student concern forms, which teachers submit at any point in the year. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2.

Some students need extra assistance in meeting academic and social/emotional goals, and in Tier 2, these individuals receive that help. Tier 2 programs provide targeted support for specific, identified academic or social/emotional needs in individual or small group settings. They are monitored and given accountability through the Learning Resource Center (LRC). Students who do not respond to these interventions may move into Tier 3.

Students with significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2 move on to Tier 3, where we can provide individualized supports, including assistance from outside agencies. Cathedral is grateful to be able to employ a full-time social worker and school nurse and partner with Community Health Network to employ a licensed, full-time mental health counselor.

Throughout the process of identifying students and providing targeted assistance, students are coached in building skills such as organization, planning, note-taking, and time management. In order to progress, it is a team effort involving parent conferences, communication with and support for students' teachers, collaboration with guidance counselors, and professional development for teachers.

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? \$22192
(School budget divided by enrollment)

4. What is the average financial aid per student? \$5082

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 35%

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 (2019-2020)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)