

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

Official School Name Mount Alvernia Academy
(As it should appear in the official records)

School Mailing Address 20 Manet Road
(If address is P.O. Box, also include street address.)

City Chestnut Hill State MA Zip Code+4 (9 digits total) 02467-1018

County Middlesex

Telephone (617) 527-7540 Fax (617) 527-7995

Web site/URL https://www.maa.school E-mail mferrucci@maa.school

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* Sr. Irene Laurence mfic E-mail ilaurence@mficusa.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Boston Tel. (617) 254-0100

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. Brian Casey
(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	27	21	48
K	8	18	26
1	13	27	40
2	21	18	39
3	16	19	35
4	19	21	40
5	11	18	29
6	22	17	39
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	137	159	296

*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
 - 7.4 % Asian
 - 1.4 % Black or African American
 - 10.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 73 % White
 - 7.4 % 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 2020 - 2021 school year: 24%

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

Increased applications and enrollment due to some schools not opening for full-time, in-person learning.

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	68
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	70
(4) Total number of students in the school as of October 1, 2020	297
(5) Total transferred students in row (3) divided by total students in row (4)	0.24
(6) Amount in row (5) multiplied by 100	24

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

Chinese, German, Greek, Romanian, Russian, and Spanish

English Language Learners (ELL) in the school: 2 %

5 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 %

With an IEP or 504: 5 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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</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: 11

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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 15:1

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	97%	97%	96%	97%	96%
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 2021.

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. 2015

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

To educate and nurture students in a challenging academic environment to become lifelong learners and responsible Christians in the Franciscan spirit.

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

Policy of Non-Discrimination

Mount Alvernia Academy admits students of any race, color, creed, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available at the school and does not discriminate on the basis of race, color, creed, national and ethnic origin in the administration of its educational policies, admissions policies, and other school-administration programs and in the hiring of school personnel.

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

A patronage of the Missionary Franciscan Sisters of the Immaculate Conception, Mount Alvernia Academy (MAA) began educating students in 1927 in Newton, Massachusetts, a Boston suburb. Accredited by the New England Association of Schools and Colleges since 2002, MAA is a Franciscan Catholic school whose co-ed student body ranges from preschool to grade 6. This community reflects the varied socio-economics of metropolitan Boston. With unique gifts, students are appreciated as individuals by teachers who support them while educating the class. Learning profiles and teaching styles are adapted to meet students' needs. Small group math and reading instruction, a learning specialist, teachers' aides in nursery through grade 1 enable teachers to reach students. With the Catholic faith buttressing MAA's philosophy, all students and faculty members are valued for their God-given gifts.

True to Franciscan roots, MAA welcomes all. A member of the Student Exchange Visitor Program (2006), MAA has hosted many international students who have gained from and given much to the community. Started by a student's suggestion, MAA's annual International Week encompasses a celebration of food, music, cultural exchanges, and learning. The diversity among families is shared. Over 20 countries represented, students and families become teachers. Throughout the week, multicultural lessons happen in the classroom, students share family histories/cultures, and the cafeteria becomes an international café.

Nowhere is Franciscan spirituality more evident than from students who are grounded in the Children's Mission Statement challenging them 'to make the world a better place.' Listening to the news, many learn about needs of victims of natural disasters and seek to support them through fundraisers, food drives, monetary collections, and prayer. Halloween's Operation Gratitude has them sharing their candy with veterans and first responders. Starting in preschool, this is social justice in action as their spirituality and compassion extend beyond themselves to others.

MAA educates the whole child recognizing different approaches of teaching and learning profiles. Striving for improvement, MAA supports a strong curriculum while embracing new technologies and strategies. NWEA testing provides data to drive instruction. Use of NWEA learning continuum focuses on students' instructional levels. Curricula and professional development are critical to reaching all learners. Regular program reviews/initiatives hone strengths. Leadership welcomes input from teachers, for they identify what works.

Understanding the need for social/emotional learning and maintaining children's mental health, MAA's school counselor became a full-time position. The school counselor teaches a school-wide SEL curriculum, conducts 'lunch-bunch' sessions focusing on behaviors, and supports families. Having this position is a blessing with the pandemic as all are affected to varying degrees.

Formerly Rainbow Nursery School, MAA Preschool was renamed to unify the community. This name change went beyond its title as curriculum was expanded to include Spanish, music, and library classes taught by specialists.

Beyond MAA's Extended Day Program, MAA's after-school activities offer something for all students. From sports to clubs, robotics to band, extracurricular activities follow students' interest. Understanding family needs, full-day childcare now includes vacations and weeks at beginning/end of summer.

Knowing the importance of preserving structure in students' lives and learning, in March 2020 MAA pivoted overnight to daily Zoom schedules for synchronous learning supported by asynchronous activities. For 2020-2021, MAA upended its schedule and created a new model for full-time, in-person instruction. Teachers' flexibility enabled this as cohorts were created, and schedules/duties were reassigned. Although students' movement was limited, learning continued while everyone's health and safety were maintained. For immunocompromised students, live-streaming and Zoom enabled participation in their cohort. The school counselor started each day with reassuring messages to lessen anxiety, isolation, and/or mental-health issues.

Beyond needed academic support during pandemic, MAA's school nurse navigated health fears of families and staff while maintaining a safe environment. The school nurse managed all COVID cases, submitted required DPH forms, and educated the community regularly. MAA offered a fall COVID/flu vaccination clinic for faculty, students, and families.

Receiving the 2015 Blue Ribbon Award acknowledged the hard work of students and teachers. Setting the goal for improvement is a resounding mantra at MAA. After celebrating the accomplishment, the next step was maintaining and improving curricula and approaches. New initiatives began in math, new series in reading, science, and social studies, increased writing practice and standardized writing rubrics were implemented, the one-to-one device program was expanded, curricula maps were restructured, and professional development continued. Teacher input informed decisions. In both 2020 and 2021, an MAA teacher received one of five Archdiocese of Boston's Excellence in Education Awards given annually.

With a commitment to excellence from the board of directors, administration, faculty and staff, students and families, MAA plans for the future. Strategic planning is in place to maintain enrollment, support technology, enhance programs/materials, and continue its relationship with Boston College's Make a Difference Club and its Lynch School of Education and Human Development.

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:

Educating the whole child reflects Mount Alvernia Academy’s philosophy. With the goal of instructing students academically, spiritually, morally, and physically, no one part supersedes another. Rather, they work collaboratively shaping tomorrow’s citizens. Knowing the importance of a strong educational and ethical foundation, MAA offers students a challenging curricula aligning with Massachusetts Frameworks and Common Core State Standards while recognizing diverse learning profiles. With 21st century tools, students’ needs are met using whole class, direct instruction, small-group instruction, aides in lower grades, a learning specialist, and school counselor. NWEA testing directs instruction while various platforms (Seesaw, Google for Education, Lexia, IXL) stimulate students’ learning through blended delivery. As a Franciscan Catholic school, religion and respect are incorporated into everything—in class, chapel, and gym.

Consistency in expectations, standards, and materials lends continuity to students’ growth from grade to grade. Within each class, the expectations and goals are clear. Technology, project-based learning, and varying assessments present multiple ways to support students needing challenge or reinforcement. With small-group instruction in math and reading, concepts are presented based on learning styles allowing differentiation to happen naturally. Integral to each grade is the learning specialist who starts in kindergarten working with teachers to identify individuals’ needs. Collaboration continues through sixth grade but differs in approach from co-teaching, small group instruction, individualized support, and varied assessments. The learning specialist is actively involved in admissions and screenings. The screening process is not intended to exclude potential students, rather to assess strengths and weaknesses. If weaknesses are noted, a plan is created to address them.

With MAA’s Mission Statement ‘...to educate and nurture all students in a challenging academic environment to become lifelong learners and responsible Christians,’ the faculty and staff fully accept this charge. Every encounter with a student offers an opportunity to make a positive impact.

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

Fundamental to all learning is reading. Knowing this, MAA makes reading a focus. At each grade level, the two homerooms are divided into three groups to deliver more individualized instruction based on learning profiles. With comprehension and motivation to read as goals, students learn phonemic awareness and phonics skills to decode and encode, to develop vocabulary, and to construct meaning. Using a variety of books, topics, and genres, students become engaged with text gaining fluency, stamina, understanding, and structure. Building increased complexity of material into the curriculum, benchmarks are met, critical thinking develops, and exposure to different cultures and information broadens growth. With MAA’s small groups, supporting students with similar learning profiles allows teachers to use strategies to promote learning in a positive atmosphere. MAA uses Lexia Core5, an adaptive blended learning literacy program, in early grades and for older students when needed. Lexia promotes reading’s success.

Utilizing the same series (Savvas Realize: my View Literacy) in kindergarten through grade 3 solidifies a solid base for the students enabling the reading program in grades 4-6 to use trade books, nonfiction texts, short stories, plays, and poetry. Grammar and expression (oral and written) are incorporated into all disciplines but are taught directly in ELA. When appropriate, cross-curricular integration is employed.

Using a number of assessments, teachers and the learning specialist monitor students’ progress on a regular basis through observation, benchmark tests, summative and formative assessments, and NWEA testing. The use of standard writing rubrics (grades 4-6) creates a holistic approach. Strong reading and language arts curricula are ongoing priorities.

Clear and articulate communication skills are a priority at MAA. Students are exposed to a wide range of texts from classics to contemporary, fiction to nonfiction, poetry to drama. Communication may be written, oral, or visual but must impart a clear message and needs a defined structure. Using text connections to texts, world, self, and others, teachers tap into students' prior knowledge, assess students' understanding, and support those who need further instruction or need more challenge. Building knowledge in content subjects (science, social studies) requires a strong reading program to enable students to understand information and identify main ideas and supporting details. Note-taking is taught through content subjects and reinforced when students do research. Vocabulary instruction is inherent in all disciplines. In the upper grades, Greek and Latin roots and affixes are taught allowing students to infer meaning of unfamiliar words.

Using technology in reading and ELA classes has increased as blended delivery began entering classrooms. Blended learning was critical from March to June 2020 when all schools were shutdown. During 2020-2021, MAA offered in-person instruction but offered a remote option to families. Blended learning remains for its effective teaching approach, providing engagement, differentiation, availability, and flexibility. Within the past six years, MAA's technology usage has grown. To support its implementation, MAA improved its infrastructure, purchased devices for grades 2-6 students and class sets for preK-1, and secured licenses for applicable platforms. MAA is preparing students for the future.

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

Math is a systematic, universal language using symbols and organization which is understood world-wide. At MAA, math's importance is celebrated and discussed. To understand math well, conversations, questions and more questions, and exploration are done by and with teachers and students. This daily interaction ignites enthusiasm. With struggles and successes, learning happens.

Like the reading classes at MAA, the two homerooms are broken into three smaller groups to maximize instructional approaches, learning profiles, and pacing. While grade-level concepts are taught, the modality may change to fit the students.

Students learn math through experience. Starting in MAA's preschool, students are exposed to math through fun, engaging activities that reveal patterns, classification, comparing, and measuring. Many of these same skills are used in science and start the groundwork for STEM work. This interactive approach continues in the primary grades as students use base ten blocks and Cuisenaire rods to decompose and recompose numbers. It continues in the upper grades to improve understanding of concepts. As competency grows, the foundation is set leading to greater understanding, problem solving, early algebra and geometry instruction. This foundation builds students' ability to use procedures easily and accurately and to discern which procedure would best serve the problem. Students practice as a class, in groups, with partners, or by themselves. Observing students provides teachers with insights when planning future instruction.

Following Sadlier's curriculum (K-5), students use a sequential program. Recognizing that sequential learning is not perfect for everyone, MAA uses supplemental material to individualize instruction for students needing reinforcement, different pacing, or enhancement. These ancillary materials include teacher-created material, workbooks, IXL, Freckle, Seesaw, BrainPop, Prodigy, Math Shelf, and Khan Academy. Teachers regularly update instructional material to improve instruction and support. In grade 6, students use Harcourt whose rigors enable success in their secondary schools.

MAA has made math a school-wide focus for professional development using Title II funds from Newton Public Schools. Through Boston College (2018), twelve teachers participated in a summer workshop using NWEA data focusing on math. This purposeful professional development with math data continued school-wide collaboratively and individually leading to curriculum mapping in 2018-2019. Additional math PD with a Framingham State University professor (2020-2021) was arranged with two full days for instruction and a third day for onsite observation. All faculty members were involved, and discussions ranged from engagement to critical thinking and problem-solving skills. Staff meetings provide time for a math-based professional learning community and further curriculum development. Through its ongoing work, MAA was recognized by the Archdiocese of Boston for its gains in math on NWEA testing. The principal was asked to

share at a leadership meeting the measures undertaken to achieve improvement.

Technology provides another format to improve math instruction through interactive visualization, exploration, practice, and tutorials, specifically IXL and Khan Academy, which empower student ownership of their learning. Technology has brought outside resources and professionals into the classroom.

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

Before current STEM buzzwords were used, MAA's science curriculum was multi-dimensional employing approaches for teaching STEM utilizing hands-on education with a discipline-specific science teacher. As a Franciscan school, a goal of the science program is developing within students a desire to become 'Good Stewards' of this beautiful Earth entrusted to them by God.

Using the scientific method of observing, hypothesizing, testing, and drawing conclusions and then refining a hypothesis, students experience inquiry-based, hands-on science instruction. The discovery of cause/effect relationships through questioning, gathering evidence, and evaluating how information supports a logical answer is science in action. Knowing the importance of the science curriculum, MAA has two science labs (primary and intermediate) which allow students necessary time to conduct experiments, space to build and test models, and the learning environment to prove or disprove a hypothesis. The curriculum provides a foundational overview of science areas.

Welcoming innovation, the science teachers embrace technology as it supports student learning and differentiation. Classes involve content, activities, project-based learning, and experiments. Watching students discover generates excitement. Not afraid of trying something new, teachers and students learn together not always sure of the destination. Entering contests which support curriculum has been enriching and rewarding as MAA students have won various awards for their problem-solving and collaborative efforts—MA Green Team Recognition; MA Online STEM Challenge; NEED Award MA Elementary School STEM Fun Fair; Mass CUE. MAA students have been recognized from the Massachusetts State House to Washington, D.C.

Programming a robot (Mars Rover) to transverse a floor model of a Martian landscape without hitting mountains or falling into craters had students creating the landscape while building and coding robots with Lego Mindstorms kits and material from NASA Jet Propulsion Lab. The project not only covered all STEM areas but added coordinate mapping, geography, and art.

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

MAA's social studies curriculum (Savvas: my World) is the study of history, geography, political science, economics, and civics in an age-appropriate manner. Its primary goal is civic education. Supporting this goal are the following objectives: understanding of how people and societies evolved; recognizing the relationships between and among peoples; and knowing that everyone needs to have an informed voice in a culturally diverse world. With the five themes of geography as a guide, students have an organizational system to help them understand how people and places are connected in the world.

Beginning with the primary grades and using its interactive text/workbook and digital courseware, the social studies curriculum uses stories and literacy extensions to engage and teach students. Through collaboration and communication skills, students gain life skills. The primary grades focus on small communities and expand to the larger world. Fourth grade's concentration is the United States' regions and states while fifth grade's area of study is American history. The sixth grade curriculum focuses on ancient world civilizations.

Technology has enhanced social studies with its ability to allow students to view primary sources, take a field trip to faraway locations (valuable in COVID times), pair literature with digital content, use interactive maps, and collaborate in real time. Beyond technology, social studies lends itself to integration with other disciplines offering authentic opportunities for students to demonstrate understanding. Effective project-based learning has students sharing and teaching peers. When appropriate, holidays afford a catalyst to extend learning about other religions, cultures, and races. MAA's annual International Week is a

community-wide celebration of diversity.

Through the social studies curriculum, students acquire knowledge from the past while developing critical thinking skills to understand the present. Equally as important is the understanding of differing belief systems and participation in civic duties.

1f. For secondary schools:

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

Aligned to Massachusetts Early Education Childhood Standards, MAA's Preschool program builds over a two-year period. Establishing connections early through family visits, teachers are provided with a plethora of information about their students, allowing them to glean a better understanding of each child's unique qualities.

Laying a religious, academic, and social/emotional foundation for K-3 academic standards is the preschool curricula. When appropriate, religion, art, and technology are integrated into the curricula. The children engage in activities to help them use mathematical concepts and to expand understanding of numbers, shapes, sizes, and patterns as they have meaning in the world around them. PreK and kindergarten students use Math Shelf, an adaptive program, which meets students at their learning level. The language arts curriculum develops verbal and listening skills while fostering an appreciation of various literary experiences and strives to encourage the development of age-appropriate, pre-reading and pre-writing skills. The social studies curriculum affords students opportunities to acquire knowledge, skills, and mindset needed to build a sense of community at school and begin to develop an awareness of the larger world around them. Children's natural curiosity drives simple, concrete activities to build abstract thought and scientific concepts.

During their time in the two-year program, students participate in specialist-led music, library and Spanish classes. Daily physical education helps children develop fine and gross motor skills, increase social experiences and expectations, and foster independence in the areas of health and safety.

Students who attend MAA's Preschool are well prepared for kindergarten and its expectations. This is evident in students' independence, confidence in learning abilities, exposure to concepts developed further in kindergarten, and general school responsibility. Preschool's foundation sets the children up for success.

2. Other Curriculum Areas:

Complementing core curricula are special subjects—Spanish, art, music, technology, library, physical education. Taught by specialists, they balance academic work, enrich curricula, and unify MAA's culture. Special-subject teachers are in a unique position to watch students mature.

Arts education introduces other expressive forms which improve creativity, relieve stress, showcase talent, build confidence, and enable communication. Regardless of talent, all are successful. Interactive music classes apply Orff Schulwerk principles—music, movement, drama, speech. Included in liturgies/assemblies, music enhances them. Christmas concerts and spring musicals highlight student/faculty collaboration where everyone shares talents. Visual art has students looking beyond—viewing through another lens while also studying new cultures. Regardless of medium used, art advances motor skills. The art fair showcases multiple works from each child. Arts education broadens appreciation and awareness. Despite 2020-2021 challenges, MAA's arts education continued.

Physical education encourages healthy habits and sportsmanship. Both individually and cooperatively, lessons in teamwork, fairness, leadership, responsibility, and life-skills happen. Offered weekly (1-6) and semiweekly (preK-K), classes are a highpoint. Formal instructions are given with sportsmanship the objective. The President's Fitness Challenge is an annual success. Two playgrounds are used during recess

and after school, and a host of after-school activities are offered.

Appreciating the importance of a foreign language, MAA's Spanish position became fulltime, providing more instructional time and including prekindergarten. Today, knowing a second language is priceless, and early acquisition is easier. Spanish's curriculum includes the study of Spanish-speaking cultures/history while aiding vocabulary development.

Library's curriculum supports literacy, provides resources, promotes independent reading, and curricular extensions as students think, create, and evaluate. Collaboration (teachers/technology instructor/librarian) happens regularly providing engagement with authenticity. Producing lifelong readers and thinkers is its objective.

Technology has changed education as all have devices. Blended learning, digital platforms, and applications are integral to curriculum. Technology's curriculum supports this as well as programs with real-world application, coding, typing, and digital citizenship. Engagement creates learning environments which address differentiation. Collaboration has curricula driving technology instruction. During pandemic, the technology teacher worked with faculty to ensure oversight on platforms and applications.

Within recent years, children's social/emotional health needs have increased. Knowing mental health's importance, MAA has expanded its social/emotional curriculum (SEL) while also hosting a parent speaker series on children's mental health (2019). A Catholic school, core beliefs of respect, equity, and tolerance are manifested daily. Yet, the need for explicit instruction from trusted adults is evident. MAA's SEL program promotes social- and self-awareness, self-management, decision-making and relationship skills, and its need has been magnified due to the pandemic. Although not targeted to one group, gains from a social/emotional curriculum benefit all. Intentional SEL supported by a compassionate staff promotes a stronger learning environment and allows pandemic delays/issues to be addressed.

2020's shutdown shifted MAA's counselor's role as anxiety heightened. Class Zoom meetings and/or individual sessions were held, inspirational messages announced, and SEL resources shared. Last year, all cohorts had time with the counselor while some students needed individual meetings. This year, the counselor facilitates all grades, has reestablished 'Lunch Bunches,' and addresses individual/family needs.

3. Academic Supports

3a. Students performing below grade level:

Knowing reading is fundamental to learning, MAA's students' success may be credited to the teachers and learning specialist who is involved at all grade levels. Beginning with kindergarten and grade 1 students, she focuses on reading development to identify and address issues with phonemic awareness, phonics, and literacy. She continues as students strive to reach grade-level benchmarks. MAA uses Lexia Core5, an adaptive, structured literacy program that helps students at all reading levels for all students from kindergarten to grade 3. If older students have literacy issues, the learning specialist evaluates them and with the reading teacher establishes a plan using Lexia Core5 and explicit resources. This continues until students solidify phonics instruction, improve fluency, and increase comprehension. The learning specialist's skills are especially useful for new students with academic gaps. On the occasions when a student continues to struggle with reading, the learning specialist works with him/her individually for as long as it is necessary.

Since a solid foundation in math is necessary as well, MAA has undertaken steps to heighten math instruction, for future success is dependent upon solid math understanding and application. Using Cuisenaire rods, a hands-on, interactive tool, students interact and explore math operations and concepts making abstract constructs clear. Starting with kindergarten, students make connections through play and move on to understanding of numbers and relationships. Useful at all grade levels, Cuisenaire rods offer teachers and students another tool for differentiation and increased learning. Co-teaching in grades 3-6, the learning specialist supports students with IEPs and/or accommodations. When remediation is needed, she gives one-on-one support, encouraging students to do the following: read problem orally, write algorithm/formula for

problems, plug-in information, use manipulatives. For younger students, word problems are read orally, pictures are drawn, math sentences are formulated.

3b. Students performing above grade level:

With high expectations for all, small-group instruction supports the accelerated learner through use of differentiated assignments to advance reasoning, tiered and extension assignments, and open-ended tasks. Project-based learning allows students to drive their own learning while improving problem-solving, collaboration, presentation skills, and time management. Maintaining enthusiasm with scaffolded instruction and real-world applications motivates students to continue excelling. Teachers use contests, challenges, and competitions as enrichment opportunities to stimulate problem solving and critical thinking. Individual students and classes in math and science have received recognition through these initiatives (Noetic Math Challenge, multiple science contests). Students in both disciplines have achieved at the highest levels.

Allowing students options when creating assignments ignites enthusiasm as does providing them with an authentic audience with whom to share the completed tasks. When students become the experts, they learn and their gains go beyond the surface. In the upper grades, Socratic seminars provide opportunities for students to think, discuss, and analyze content with their peers while honing their own understanding.

NWEA data and its learning continuum direct instruction for individual students. Students will receive assistance or acceleration as needed. Differentiated instruction supported by Khan Academy, IXL, and other programs promotes tailored and flexible groupings and extension opportunities. Supplemental resources (web-based or applications) enable teachers to accelerate students regularly.

The admissions process at MAA involves a screening with the learning specialist and a school visit. Not used to exclude potential students, this assessment provides an insight into prospective students' strengths and needs.

3c. Special education:

Beyond reading and mathematics, the learning specialist works with students struggling with executive functioning. Using cognitive connections, she identifies end goals and develops strategies to meet them. Students work toward independence and developing academic habits. MAA has incorporated executive functioning strategies into students' lives. Using the following enables students to decide what works for them—planners, organizational tools, checklists, timelines/schedules. Geared toward students with executive functioning, these approaches are for everyone.

Small group instruction (reading/math) has proven successful in promoting learning for all. While teaching all grade-level concepts, this approach differentiates instruction according to learning profiles to meet students' needs. In preK through grade 1, teachers and aides work with students during instruction/tasks—whole class, groups, partners, individuals, centers. Direct intervention is provided for students performing below grade level. The learning specialist co-teaches, individualizes for small groups or a student, and sets goals for the students with teachers. For students with IEPs/accommodations, the learning specialist and teachers work together completing paperwork, interpreting testing, attending meetings, and implementing recommendations.

The learning specialist secures funding/resources from the City of Newton—Title II and III money; special education services for students with IEPs in accordance with IDEA. Proportionate share money supports tutoring, speech and language sessions, iPads for Lexia English, and equipment for a deaf child. Title II money is used for professional development (math/reading curricula mapping), effective math instruction, executive functioning workshops, and anxiety/mental health seminars for faculty and families. Title III money is used for Lexia English subscriptions.

MAA has a student with cochlear implants. Supported by a teacher of the deaf from Clarke School for Hearing and Speech, the child is thriving due to the partnership between MAA's faculty and the child's family. The teacher of the deaf provides annual and ongoing professional development to faculty/grade-level

teams. This teacher has lunch meetings once a week with the student and friends and collaborates with the grade-level teachers twice weekly.

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

As a SEVIS school (Student and Exchange Visitor Information System), it is not uncommon for MAA to have students from foreign countries with limited or no English-speaking skills. For students in the earlier grades, English develops very quickly as the child interacts with classmates and teachers. Understanding how to ask questions, using visual aids, and adjusting questioning procedures enable student and teacher to learn from each other. Establishing routines and allowing the child adjustment time to the new environment have proven to work well. In the upper grades, most English language learners have had some exposure to English, but their language facility is limited. In those situations, MAA and the learning specialist work with the family and teachers to adapt the curricula for the students' success through modifications, extra support, and Lexia English, a program being used for the first time this year throughout the school. This adaptive program is designed for emergent bilingual students' English language acquisition (K-6). Having international students in the classroom is an enriching experience for all as each learns from the other. The cultural exchange between the students is not only educational but lets all know how much is shared among different cultures.

English language learners do not take Spanish classes but use that time to work on Lexia English or to work one-on-one with an instructor for additional curriculum support. At times international undergraduates studying at Boston College have volunteered in the classroom tutoring students who are learning English.

For all students, especially those who are English language learners, before-school and after-school academic assistance is available from MAA's teachers as well as undergraduate volunteers from Boston College. MAA's Homework Club and Extended Day program also have teachers available to help and support students.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Educating 21st century students means technology and curricula are interwoven. Continual professional development integrating various learning approaches enables teachers to meet differing learning profiles. MAA recognizes this and works to differentiate lessons and assessments. Students in grades 2-6 have designated Chromebooks while students in preschool-grade 1 have iPads (class sets). SmartBoards or projection systems are in all classrooms. Textbooks are updated regularly, and appropriate applications and programs supplement curricula. The school counselor is available for students as needed but maintains a school-wide schedule to offer grade-level, social/emotional learning curriculum. As a Franciscan school, Catholicism provides the grounding which unites while MAA's Mission statement guides.

Continually integrating technology and platforms into classrooms made the pivot to remote/distance learning in March 2020 seamless. Prior to shut-down, teachers had professional development about Zoom, set schedules for Zoom classes, increased usage of online learning platforms for asynchronous instruction, and established office hours for individualized support and class meetings. In early April, when it was clear students would not return, schedules were reviewed to assure students' learning and social/emotional needs were being addressed. The school counselor's role during morning announcements increased as did the number of grade-level and individual meetings for students and families. Newsletters were written, and videos were created by the principal, vice principal, teachers, and student council members maintaining continuity and community.

For 2020-2021, MAA opened its schedule to have fulltime, in-person instruction and remote learning for the health-compromised or quarantining students. Two homerooms were divided into three cohorts minimizing numbers and maintaining social-distancing. Camera equipment was purchased, new platforms were licensed, and professional development was provided. The flexibility of teachers/staff enabled MAA to operate providing stability and normalcy. It was not easy but was necessary for students. School life continued as normally as possible despite the inability to have visitors. Recordings from the leadership team of school events were sent digitally. Letters, emails, and posts were shared frequently while all traditional events were re-imagined.

Being in the metropolitan Boston area, secondary school placement is competitive. Discussions with admissions directors acknowledge MAA's strong academic habits—time management, organization, initiative. Students' seamless transition is a credit to the work that begins in preschool—public speaking, oral presentations, studying strategies, collaborative assignments, homework, projects-based learning, planners, school-wide standards and rubrics, student leadership, math and science challenges (Noetic Math, STEM, NEEDS). Given clear expectations, time, and practice, students develop procedures which prepare them for the future.

2. Engaging Families and Community:

Having a positive relationship, MAA's partnership between school and home empowers tomorrow's leaders. Primary reasons for choosing MAA are Catholic faith, rigorous education, structured environment, moral education. Working together, this relationship bodes well for students.

Informative and clear communication is key. Recognizing deficiencies in the SIS program, MAA engaged a more expedient provider. Newsletters, texts, and announcements deliver information, bookkeeping/billings are straightforward, class information is accessible, and academic records are available.

Embedded in MAA's Children's Mission statement is service and outreach—'...to make the world a better place.' Disasters bring students clamoring for action—food/clothing drives, tag day/raffles to collect funds, prayers for those whose needs are not physical. Children rally the call, and faculty/staff back them. Suggested by students, the used towel/linen drive for animal shelters is ideal as it reflects St. Francis's love of animals. Throughout the year, there are many outreach opportunities: Operation Gratitude (students

donating Halloween candy to first responders); Veterans' Day Service (Student Council remembering of veterans, raising money for VA, card writing for veterans); Thanksgiving Baskets (Project Care and Concern); Christmas Giving (targeted charity giving); Spring Raffle (Franciscan Sisters' missions), parent-sponsored outreach (Cradles-to-Crayons, food pantries). Grade-level service projects are ongoing from preschoolers creating Thanksgiving placemats for nursing homes to sixth graders collecting books for urban schools. It is noteworthy that many alumni choose to do their service work here. Within MAA, whenever a family crisis develops, the community opens its collective heart to assist.

COVID-year aside, MAA's open-invitations extend to all wishing to participate in the following: liturgies/prayer services, living rosaries, pageants, plays, science fairs, social studies celebrations, book fairs, and basketball games. One grandparent commented, "Christmas begins after attending MAA's Christmas pageant." Grandparents' Day and Thank-You Night highlight appreciation of families.

Central to creating memories and building community through events is MAA's volunteer organization, Home and School. Shared leadership makes these events possible: Welcome-Back Pizza Night, holiday festivals, field trips, Catholic Schools Week, uniform sales.

Within Boston's Archdiocese, MAA's principal was a participant in a professional development meeting on MAA's work for school-wide math improvement. Boston College places pre-practicum and practicum students here. Through BC's Make a Difference Club, volunteer opportunities abound for undergraduates: tutoring, classroom and Extended Day support, and coaching. At times, over a hundred volunteers have been on campus weekly. MAA's Advancement Committee connects new and former families as well as alumni working cooperatively to further MAA's mission.

3. Creating Professional Culture:

The Franciscan beliefs are the center of MAA's culture—service, individual affirmations, appreciation of God's world, and faith in God. MAA's Children's Mission Statement is the school's culture. MAA's faculty and staff are recognized for the gifts they share with their students, the positive learning environment they create, and their presence and shared vision. Both principal and vice principal work to support faculty during challenges and to celebrate and share their successes. Involving teachers in decision-making is an affirmation and promotes others to act. Simple recognition or feedback for a job well done fosters goodwill. Surprising moments like unannounced raffles generate unexpected delight.

Educating students for the future requires teachers committed to evolving in their craft. To that end, professional development is necessary and models the Academy's mission to be lifelong learners. Through allocated funds for professional development, MAA lives the mission.

Professional development requires engagement, is informative, and can be put into practice easily. The leadership team supports the faculty in this regard through workshops, webinars, graduate coursework, and seminars, NEASC accreditation visits, professional journals, and professional learning communities. In the recent past, MAA has hosted on-site workshops dealing with grief, mindfulness, anxiety, classroom cameras, math, increasing student engagement, and anti-bias.

In 2018, twelve teachers participated in a three-day 'Creating a Data Culture' workshop at Boston College which continued during 2018-2019. During four on-site sessions, teachers delved into NWEA data in math and reading, and curricula mapping began. Mapping has continued for remaining disciplines.

Math is an ongoing focus. Spearheaded by three math teachers who attended different workshops by the same professor, each felt that the faculty would benefit from him. Three days were arranged—two for instruction and one for classroom observation.

Just prior to March 2020 shutdown, professional development was scheduled for faculty to learn how to teach on Zoom. New and intimidating to everyone, it required time to adapt and adjust. With faculty's collaboration and willingness, MAA was operating remotely at all levels overnight. The principal and vice principal worked daily to support the community through morning announcements, weekly newsletters,

digital recordings, re-imagining events, meetings or calls with parents, faculty, and staff to allay fears. Bi-weekly Zoom staff meetings offered a forum for sharing successes and getting support. 2020-2021 brought new challenges as cohorts and distancing limited socialization. Throughout it all, MAA's community remained strong and vibrant due to relationships between and among teachers, students, and families.

4. School Leadership:

Under the auspices of the Missionary Franciscan Sisters of the Immaculate Conception, the MAA's leadership team is charged with continuing its legacy. This team is the principal, vice principal, business manager, director of institutional advancement, board of directors, and the provincial leadership of the Missionary Franciscan Sisters. Maintaining the school's Catholic identity is central. Programs, policies, and curricula are chosen to support students' academic growth while fostering their spiritual life. The school's Franciscan roots and mission statement guide it. Building strong community relationships is done through effective communication with students, faculty, and staff. Parent and faculty surveys are done regularly. Decisions are made through collaboration, not in isolation.

The principal's mantra, "With God, all things are possible," creates an atmosphere of possibilities where solutions are sought. This belief is reinforced by the words of St. Francis of Assisi, "Start by doing what's necessary; then do what's possible; and suddenly you are doing the impossible." Although final decisions rest with the principal, the leadership team works together. Administration wants input from all stakeholders and respects their feedback. An example would be the admissions process. It is never used to exclude potential students but rather to admit students whose needs MAA can meet. Within the process, a screening and visit day are done to identify strengths and weaknesses. Input from the learning specialist and the grade-level teachers is important as is backing from parents when extra support is necessary. The hiring of a new teacher is another illustration. The grade-level team is part of the process as the fit has to be right not only for the school but also for the team members. Two other initiatives are the math and language arts PLCs which have teachers working together for improvements and consistency in curricula.

March 2020 created challenges requiring immediate action. The faculty's flexibility and support enabled learning to continue. The leadership team acknowledged the faculty as they like the students dealt with heightened anxiety. With in-person instruction offered in 2020-2021, the leadership team as well as the larger community recognized the valiant efforts made by all who worked at MAA.

Modeling servant/leader, there is no aspect of school life that the leadership team shuns. If a job needs doing, it will be done—from the decision-making, to substituting, to shoveling snow. There is no hierarchy of jobs but rather a shared responsibility to make MAA work.

5. Culturally Responsive Teaching and Learning:

The Catholic faith teaches the dignity of each person who is created in the image and likeness of God. With Christ as the model, students are taught respect, compassion, and sensitivity as well as an understanding of the world and their place in it. MAA's Children's Mission statement reflects this belief. Although most families are Catholic, there are Protestants, Muslims, and Jewish families. In 2020, MAA sponsored a workshop on creating a culturally responsive community.

All students and staff members are individuals with varied experiences. Learning about each as individuals allows everyone the opportunity to be teacher and learner. Understanding students' backgrounds and learning profiles is critical to culturally responsive teaching. Based on learning profiles, MAA's small group instruction has students learning. Student-centered classrooms and active student engagement set high expectations. Scaffolding instruction, differentiation, and accommodations mean students can be successful.

Using diverse literature for teaching reading skills, comprehension, and vocabulary is inclusive and broadening. Textbooks/trade books are chosen not only for content but for their weaving cultural experiences into classrooms while validating and engaging students. Something as easy as matching skin-tone media to actual skin color acknowledges each student's identity and ethnicity while creating classroom quilts unifies individuals into cohesive groups.

As an elementary school, MAA has a partnership with parents who are the children's first teachers. The school is respectful of differing perspectives. With the students' wide age range (3-12), different issues are handled in classrooms using appropriate language and messages. The school counselor supports individuals, small groups, and classes while faculty works to foster student relationships providing each child with an adult resource.

Noting rising anxiety levels, in 2017 MAA hosted a full-day, school-wide professional development on mindfulness to help teachers and students with daily challenges. The pandemic highlighted challenges. During the past two academic years, the students' need for emotional support has increased markedly. The school counselor has integrated 'day starters' into morning announcements. These were especially helpful when classes were remote from March to June 2020 and for those students who were remote in 2020-2021. The school nurse has provided motivational and health-care resources to students and faculty. Both the school counselor and the school nurse are available to work with students and families privately. As a school with one-to-one school-owned devices, MAA had devices available for families if needed.

With faith at the core, equality, inclusion, and acceptance are goals MAA strives to meet.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Mount Alvernia Academy is a strong school that strives to be better. The principal's leadership has challenged all faculty and staff to excel. Modeling a commitment to MAA, the principal and vice principal are passionate and enthusiastic about the school which filters down to all. Within the school, the openness to new ideas and solutions empowers teachers and staff.

Using NWEA data, assessments and observations were made of the school's strengths and weaknesses. With the goal of maintaining strengths, weaker areas were addressed. Math became the goal, and all teachers were committed to it. Professional development was offered at various times and under different formats. Some opportunities were optional while others were scheduled during faculty meetings or in-service days.

The first step was the 2018 BC summer workshop (3 days) in which twelve teachers explored NWEA math data. Next in 2018-2019 was BC's workshop (4 sessions) at MAA with all teachers. Working with new testing data, teachers noted strengths and weaknesses. This led to identifying concepts taught and creating curriculum maps. Simultaneously, teachers were trying different websites and applications to bolster weak areas and support specific children. Having a variety of supplemental material offered different approaches.

Teachers' input and their backing are vital as they are the ones who are in the classrooms. When three different teachers praised three different math workshops presented by the same instructor in late 2019, the principal knew a spark had been ignited. In 2020-2021, arrangements were made for a Framingham State University professor to present to MAA teachers—two full-day workshops via Zoom and a half-day on-site visit during which he worked with different grade levels on grade-level concepts so teachers could observe. Using Cuisenaire rods, students learned and practiced decomposition and recomposition of numbers as they applied to grade-level concepts. Not to be used exclusively, it is another approach which parallels learning to read to learning math's language, concepts, and procedures. Time was set aside after each session for teachers to debrief with the professor.

With the goal of building a stronger math program, the need for support and collaboration among teachers is vital. Time is regularly set aside for teachers to discuss, share, and observe classes as teamwork benefits the students. This initiative has promoted tangible excitement at different grade levels as students are learning new concepts. Success is seen in the faces of the children as they experience the 'aha' moments.

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? \$13445
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1810

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 6%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 45%

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)