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 <u>Ms. Christine Pagan</u>

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

Official School Name <u> Mother Teresa Regional Catholic School</u>

        (As it should appear in the official records)

School Mailing Address <u>405 Allendale Road</u>

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

City <u>King of Prussia</u>   State <u>PA</u>   Zip Code+4 (9 digits total) <u>19406-1415</u>

County <u>Montgomery</u>

Telephone <u>(610) 265-2323</u>   Fax <u>(610) 265-1816</u>

Web site/URL <u>https://www.mtcschool.org</u>   E-mail <u>mtc.us@mtcschool.org</u>

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* <u>Dr. Andrew McLaughlin</u>   E-mail <u>amclaughlin@archphila.org</u>

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

District Name <u>Archdiocese of Philadelphia</u>   Tel. <u>(215) 587-3600</u>

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 <u>Mr Robert Panaro</u>

        (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   0 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
                                          0 High schools
                                          0 K-12 schools

                                          0 TOTAL

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

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

   [ ] Urban (city or town)
   [X] 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	24	16	40
K	18	21	39
1	17	21	38
2	15	16	31
3	10	13	23
4	10	10	20
5	13	9	22
6	3	12	15
7	7	5	12
8	10	15	25
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	127	138	265

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

4. Racial/ethnic composition of   <u>0</u> % American Indian or Alaska Native
   the school (if unknown, estimate): <u>8</u> % Asian
                                       <u>7</u> % Black or African American
                                       <u>7.5</u> % Hispanic or Latino
                                       <u>0</u> % Native Hawaiian or Other Pacific Islander
                                       <u>71</u> % White
                                       <u>6.5</u> % 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: <u>3</u>%

   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 *to* the school after October 1, 2020 until the end of the 2020-2021 school year	8
(2) Number of students who transferred *from* the school after October 1, 2020 until the end of the 2020-2021 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2020	265
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

   <u>Spanish, Korean</u>

   English Language Learners (ELL) in the school: <u>7</u> %

                                                       <u>19</u> Total number ELL

7. Students eligible for free/reduced-priced meals: <u>7</u> %

                   Total number students who qualify: <u>18</u>

8.   Students receiving special education services   5 %

     With an IEP or 504:   12 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.

     2 Autism   0 Multiple Disabilities

     0 Deafness   0 Orthopedic Impairment

     0 Deaf-Blindness   6 Other Health Impaired

     0 Developmental Delay   2 Specific Learning Disability

     0 Emotional Disturbance   1 Speech or Language Impairment

     0 Hearing Impairment   0 Traumatic Brain Injury

     1 Intellectual Disability   0 Visual Impairment Including Blindness

9.   Number of years the principal has been in her/his position at this school: 7

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	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	16
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.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   10:1

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

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 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 <u>X</u>

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

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

We at Mother Teresa Regional Catholic School shape our students' hands, hearts, and minds in a faithful Catholic tradition. We work to create lifelong learners who exemplify respect, dignity, and compassion. We value the holiness of life within a safe environment that respects the culturally diverse needs of all students.

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

    The admission of students and provisions of services shall be made without regard to race, color, religious creed, disability, ancestry, national origin (including limited English proficiency), or sex. Program Services shall be made accessible to eligible persons with disabilities through the most practical and economically feasible methods available. These methods include, but are not limited to, equipment redesign, the provision of aides and the use of alternative service delivery locations. Structural modifications shall be considered only as a last resort among available methods.

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

The community at Mother Teresa Regional Catholic School (MTC) is inviting, supportive, diverse, and committed to the mission of the school. The students and their families come from many different neighborhoods in the surrounding communities. They have many reasons for choosing to attend our school, but one common belief that the Catholic education we deliver will help their children grow spiritually, academically, socially, and morally.

The children in our school range from preschool (age 2) through 8th grade. We focus on the needs of the various age groups and build a stronger community through buddies, mentors, and student ambassadors. The older students pair with younger ones for various tasks, including service projects, academics, and school spirit activities. These tasks form a strong community as our students create bonds that they will always remember.

The families in our school bring their diverse backgrounds together to form a supportive community. Because of our small size, most families know and support one another. We have seen this support when a family lost their home from a tornado, and the community helped them rebuild; when families were struggling financially and others helped to give them a memorable Christmas; when a family suffered a loss of a child, and our families came together in prayer and love. Our families also come together for school events like picnics, holiday parties, and community building events. Overall, our students and their families are committed to our school's mission. The leadership is committed to providing a Catholic education for families seeking it for their children, and that is evident in the curriculum, programs and initiatives at MTC.

In our middle school, all teachers are experts in their respective subject areas. In order to offer more specialty area subjects, each teacher also instructs a class that goes along with their expertise. Divided among the three trimesters, the middle school students have the following additional "special" classes: broadcasting and journalism, where they create newspapers in tandem; health class, where they explore their physical and emotional health; coding, where they learn to create their own computer programs; and engineering, where they put their skills to use in building and designing, aligned with the engineering design process. In our specialty area courses, we have highly qualified and innovative teachers. Our engineering program, started four years ago, is run by a former engineer. Our physical education program is run by a certified trainer who specializes in promoting healthy choices and an active lifestyle. Our music program is run by a musician who has transformed this program in the past five years and has inspired many students to find their musical talents. The talents and abilities of our art and technology directors have inspired our students, and they display and foster these talents through exhibitions and clubs.

Various curriculum approaches and educational programs are practiced at MTC. STEM is the curriculum that has driven schools in the 21st Century. We are pleased to have received the honor of being a Middle States School of distinction in 2018, when we developed a program that matched the MSA requirements. Those requirements state, "The school shows a commitment to ensuring that all of its students graduate with a readiness for college pursuit of STEM related content and a 21st century STEM related career. This commitment is accepted, understood, and supported by the school's governance, staff, students, parents, and the school's community of stakeholders." In order to prove that commitment, we provided samples of our STEM lessons in each grade level, as well as the cross-curricular lessons. We also supplied assessments and evidence of student learning from PK-8th grades. Surveys were included from all stakeholders, as well as samples of facility and resource upgrades we had made to meet the necessary requirements of a commitment to a STEM program.

Five years ago, we started a special education program, which has expanded tremendously. In this program, we have certified staff members who create individual learning plans for our students, and work with teachers to support all students' needs. This support ranges from remedial education to providing tools to empower gifted students. We provide one on one instruction, small group instruction, and in-class supports. Additionally, as our English Language Learners (ELL) community has grown, we have increased our supports for those students. This program currently serves about 20% of our population and continues to grow. **Additional information about the academic supports that we provide here at MTC is detailed in the

Academic Support section below.

Social-emotional learning is a vital part of our curriculum. As a Catholic school, we have always instructed our students on how to treat others. The core values that Jesus Christ taught are at the center because they encourage students to practice positive social interactions, lower levels of emotional distress and promote an overall positive perspective of oneself and others. We have been using Restorative Discipline practices that we combine with a virtue based approach. This year we are taking part in a cohort to improve that program which will include teachers, staff, parents and students in the implementation.

The strength of our school community and its programs was never tested as much as during COVID. Our staff came together on Friday March 13, 2020 to train for virtual learning, and we were up and running on Monday March 16th, 2020. We never missed a day, and continued in this virtual manner until the end of the school year. In September of 2020, we were the only school in our immediate area to open. We installed cameras in every classroom so we could offer a virtual option to students. We implemented multiple extra health and safety protocols, and worked tirelessly to keep the students and staff safe and healthy. Teachers sacrificed lunch and prep periods to take on additional tasks. Even families refrained from normal activities in order to reduce the risk of potential spread. This aided in keeping our entire community safe. None of these things were easy, but the MTC community illustrated its strength of character and support in good and bad times. Through it all, the students have been able to achieve successes, and the school's mission continues to shine to create a brighter future.

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:

At Mother Teresa Regional, we take a student-centered approach to our curriculum. Classroom environments are created that meet the needs of our students and the school as a whole. There are a variety of methods we have practiced consistently over the years to support this approach, and others we have had to implement through the pandemic.

Differentiated instruction is central to our teachers' lessons. Plans are modeled around meeting the needs of each learner in the classroom through product, process, and content. Consideration is given to student readiness, interest, and learning style. Additionally, students are supplied with extra resources as needed.

In order to best assist our students and their varying needs, we focus strongly on early intervention, and then create plans to support the children and assess their individual achievements and growth. In the past five years, with the development and growth of our special education department, we have been able to offer resources and instruction to students with varying levels of needs. These students are in the general education classroom all day, and receive services that are tailored to their unique individual learning plan. These supports are offered and available to all students from Pre-K through 8th grades.

Teachers work diligently to promote cross-curricular learning. In the elementary areas, teachers blend lessons from one subject into others. For example, the topic in science may determine the ELA reading. At the middle school level, the cross curricular approach is especially evident because specialty area teachers meet consistently throughout the year to develop lessons and assessments cohesively. Additionally, our 8th grade students complete a cross-curricular final assessment prior to graduation.

In the past two years, in order to continue the student-centered approach to learning and instruction, our teachers have had to incorporate a virtual classroom. This involved a number of new approaches and programs, in order to keep students engaged and learning. This has been necessary through the full virtual approach and now a hybrid approach.

Teachers take part throughout the year in various professional development workshops in order to continue to educate through these approaches. This is crucial in an ever-changing environment.

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

At the elementary level, students enhance their phonics skills and language mechanics using multiple spelling strategies and several reading series. Students are continuing to build their reading and comprehension skills through small group activities and whole group discussions. Throughout the year, students are exposed to a variety of texts. As students move up to middle school reading, they work to improve comprehension, and focus more on fluency and vocabulary.

In addition to building reading skills, students learn to express themselves through writing. They are introduced to the writing process where they focus on sentence formation and organizational skills. Students enhance their writing abilities by learning to revise and edit, adding length and detail to their pieces. Throughout the years students will use their skills to create various types of writing pieces. In middle school, students further develop their knowledge of language mechanics and expressing themselves through writing.

During small group instruction, students are grouped based on their assessed reading level. Within these groups, students are encouraged to build their comprehension skills with activities, differentiated for their level. These groups allow for teachers to closely observe each student's fluency and provide them with strategies and activities that will improve their overall skills. This is part of a comprehensive intervention

program, which is prevalent throughout all classes at MTC.

Formative assessments for language arts include daily journal writing and comprehension checks for chapters in a novel or whole group story selections. Students' vocabulary and spelling skills are assessed with a quiz at the end of each week. Students demonstrate their research skills with project based learning. At the end of each chapter and unit, students are given a summative assessment, where they are expected to demonstrate their understanding of the learning objectives. Essay writing and large research projects give the students an opportunity to express themselves through writing. These assessments are in place to monitor students' performance and progress throughout the year.

March of 2020 pushed MTC to capitalize on Google Classroom which is still a strong component in the ELA classroom today. With the utilization of Google Classroom, material could be posted for students, hybrid and in-person, to help students keep pace. Material posted included, but was not limited to, readings, hyperlinks to resources, assignments, and reminders. Another modification MTC implemented was the utilization of Google Forms, an online survey software. This also allowed teachers to accelerate their grading process and identify the learning gaps that seemed to be getting wider.

Harnessing the power of Google Classroom and Google Forms led to multiple advancements in the ELA classroom which is why they are both still used today. For hybrid and in-person students alike, students submit assignments, complete tasks and communicate with their teachers online. This ensures students will keep pace with one another and allows teachers to more easily monitor progress and performance. Additionally, since March 2020, the number of assessments that students take online has significantly increased. Using this software minimizes the time between assessment and returned grades, allowing students to learn from their mistakes and for teachers to more quickly identify learning gaps. Using these platforms has also simplified differentiated instruction because assignments and/or readings can be posted for students with varying reading levels. This has led to empowering students to develop stronger comprehension skills. Leveraging these technology platforms at MTC was necessary due to COVID procedures and protocols, but its aid in educational progression is understated.

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

The mathematics curriculum is based on the framework of the Pennsylvania Common Core Standards. The main curriculum concepts are numbers and operations, algebraic reasoning, geometry, measurement, data, and probability. Aligning with the current math series, each grade level builds upon previously learned knowledge through spiral learning. Students are taught through explicit instruction with hands-on, problem-based learning, that spans from concrete manipulatives to abstract critical thinking. The curriculum includes technology-based instruction with Smart Boards, IXL, Google Classroom, and various online resources.

In the primary grades, the main method of learning is through utilizing manipulatives and hands-on activities. In middle school, math is offered at two different levels to meet the needs of all students. The honors math class, offered for students who excel in mathematics, works one full year above-grade level. Differentiation and tiered instruction allow students to learn at their own pace. These instructional approaches are chosen based on results of pretests and prior assessment results, to help students excel and grow academically in a way that works best for them individually.

Teachers use formative assessments to collect information about student learning. Examples are concept maps, exit slips, white board responses, observation of responses to questioning, and interview assessments. This provides teachers with continuous information about student comprehension of the content being taught. By monitoring students' learning needs and progress, teachers make immediate corrections to a student's understanding. Some of the best formative assessment data can be collected by checking for understanding through purposeful questioning, which can be used to create effective data-driven instruction. When students share their work, it provides evidence to where they are in learning and gives teachers the opportunity to receive a more comprehensive outlook of a child's performance. Interventions are given during small or guided group instruction where necessary, based on the information that is collected during these formative assessments. To evaluate student learning at the end of an instructional unit, teachers use chapter tests, benchmarks, presentations, final projects and Terra Nova assessments. These assessments

demonstrate students' mastery of the content and are used to determine students' overall progress. By collecting and analyzing relevant data about students and their learning needs, and promptly using the data to plan instruction and interventions, educators personalize learning paths for students that will lead to improved student outcomes.

Mathematics instruction has been adapted for virtual learning in several ways. Although the curriculum remains constant, the teachers adapt their methods of teaching to effectively meet the needs of those students working online. Using Google Classroom, teachers post daily classwork, lessons, notes, and homework, and communicate effectively via email with both students and parents. Tests and quizzes are administered online through Zoom, using Google quizzes. Teachers are constantly monitoring online testing to ensure accurate test results. In addition teachers use Classkick, Nearpod, whiteboard applications, and other platforms to keep students engaged and encourage student interaction online.

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

In science, we introduce the scientific process through activities where students engage in life, physical, chemical, and earth science. Throughout each of these units, students will progress through the engineering process and the scientific method, while completing STEM-based, hands-on activities, that not only spark their curiosity, but also develop their knowledge of science. Students are encouraged to explore and make observations through their senses, problem-solve, and remain resilient while becoming active learners.

Through the use of the new STEM-driven science curriculum, students can further develop their understanding of the concepts. Technology enhances the science curriculum as it provides engaging models and videos for the students to explore.

As students develop into middle school, they use scientific inquiry to develop a deeper understanding of science content, processes, skills, and influential people in the science field, by following the Pennsylvania Next Generation Science Standards. Students are introduced to topics, paired with experiments, designed to peak their interest in science. Microscopes, simulations, and other technologies are used to support a variety of real world examples. Students participate in interdisciplinary units which are supported by the entire core team including STEM challenges and science writing. Students pose questions about topics they are learning and are challenged to create their own experiments to lead them to the answers.

Across all grade levels, formative assessment includes mid-lesson checks, class discussions, and exit tickets. Data from the formative assessments is collected to influence the upcoming lessons to help differentiate instruction to meet individual student needs. Students' overall level of understanding for a unit is assessed. Unit exams include a variety of question types. Projects allow students to apply their knowledge to real world situations. Presentations allow students to share their thoughts about a topic and practice public speaking skills. Experiments give students a hands-on approach to demonstrating their knowledge. All of these summative assessments help teachers to analyze students' overall understanding and assist in guiding their future instruction.

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

In the elementary grades at MTC, students are immersed in learning about their physical and historical world in the social studies program. Throughout these grades, the social studies curriculum is split up into three main segments: geography, history, and communities. Through geography, students learn to read various maps, map legends, globes, and compasses. In history, they cover topics such as holidays, culture, and the origin of our country. Lastly, all students in the elementary level learn how to be valued members of society and engaged citizens in their community.

Students in grades five and six study the history and geography of the Western and Eastern hemispheres, respectively. Students examine the United States and Pennsylvania through a historical lens in grades seven and eight. The two-year sequence is arranged chronologically, beginning with North and South America's settlement by Native Americans and concludes with examining the U.S. in the 21st century. Middle School instruction focuses on students developing the ability to apply information. Learning about American

history, as well as current and historical aspects of other cultures, then applying those concepts to their own life, is a crucial skill to cultivate. Additionally, a strong emphasis is placed on creating and delivering presentations. This serves to help students enter the subsequent phases of their education and in most careers they will take on.

Both remote and hybrid instruction have given MTC tools that allow teachers to better connect with students and create a more dynamic and interactive learning environment. Utilizing various online resources, such as Nearpod and Google Classroom, has enhanced students' technological abilities and increases interactivity. Assessments in all grades include formal assessments in the way of unit tests and projects, as well as informal evaluations such as observations and exit tickets.

1f. For secondary schools:

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

The Early Childhood curriculum at MTC follows the Pennsylvania Learning Standards for Early Childhood (PLSEC). According to the PLSEC, each preschool level should include mathematics, science and technology, social studies, language and literacy, gross and fine motor skills, social and emotional development, creative thinking, and expression. MTC preschool students also participate in daily religion lessons. At each stage of the preschool journey, each child learns through play, curiosity, and imagination.

In mathematics, students explore hands-on concepts that help them learn the basics of addition and subtraction and various ways to compare quantities. During science and technology, students engage in STREAM activities using one-to-one devices. In social studies, the concept of community is reinforced daily by sharing family experiences. By participating in a literacy-rich environment that seeks to expand the students' phonemic and phonological awareness skills, students develop language and communication skills. Students are given opportunities to expand gross and fine motor skills through play, dance, and other physical activities. Through music and imaginative play, they learn self-expression and creative thinking. Additionally, students participate in a faith-based Catholic school community that serves the needs of others with compassion, prayer, and community service.

The MTC preschool program provides all students with the skills necessary to succeed at the elementary level. Student readiness for kindergarten is determined through observation and assessment. Students will demonstrate their ability to identify upper and lowercase letters, numbers 0-10, colors, and basic 2D and 3D shapes. Students recognize and produce rhyming words, demonstrate their knowledge of 1:1 correspondence, rote count to at least 25, and follow simple 2-3 step directions. Students illustrate gross and fine motor skills through letter formation, especially those in their first name, as well as by cutting and gluing. Students express ideas in drawings and illustrations and also recite common prayers. Preschool students will be well-rounded, life-long learners by the end of their journey in the MTC program, ready for the challenge and rigor of elementary school.

2. Other Curriculum Areas:

MTC offers specials classes that each meet once in a six day cycle for grades Preschool-8, except for Broadcasting which is for middle school grades only. Classes are taught in person but have been adapted for hybrid learning.

The art program is designed to enhance student exposure to works of art, and allow them a hands-on opportunity to use it as a mode of expression. Students create various creative pieces using different mediums such as paint, charcoal, pastels, and clay. Younger students begin learning the elements and mechanics of drawing, and to express themselves through color and design. Those skills are further developed as students progress through to middle school. Students also develop skills using elements such as line, shape, texture, space, space, and form. Artwork is displayed throughout the year in the school community. Students have opportunities to showcase their abilities in other various art-related projects,

such as murals, the yearbook cover design contest, and pieces for our class projects. Additionally, as part of the talent show, children participate in an art exhibit where their works of art are displayed throughout the building for family members and community members to view.

Starting in our Pre-K program and all the way up to 8th grade, the music program allows students to explore music through history, religion, culture, and performance with instruments. They are immersed in five major musical fundamentals: rhythm, melody, harmony, form, and expression, which they learn through a variety of methods including singing, creating, listening, and notating music. These fundamentals lay the groundwork for the ultimate goal: performing music as a tool of self-expression and creativity. Students play a wide variety of instruments in class including percussion, recorders, and ukuleles. The program integrates various musical methodologies and regularly incorporates cross-curricular content. MTC also offers a variety of performance opportunities, including singing in mass, the Annual Christmas Show, Spring Talent Show, Private Lessons, as well as Performing Arts, Handbell Choir, Concert Band, and Rock Band clubs. Approximately 40% of all students grades K-8 participate in these extra musical opportunities.

The physical education program encourages students to grow and challenge themselves to achieve and maintain physical fitness, based upon continual self-assessment. Students understand that regular physical activity is necessary to sustain fitness and health, prevent injuries, and develop social skills. Students are provided team building and leadership enhancing activities that are developmentally appropriate, including strength training, stress reduction, and stretching. Weather permitting, we take every opportunity to be outside, utilizing the beautiful fields surrounding the school.

The technology program helps students develop critical thinking, collaboration, and communication capabilities. Hands-on learning helps students develop these skills and teaches the responsible use of technology. Pre-K students start with the use of tablets that are designed to reinforce classroom learning. Students learn to problem-solve, follow directions, and sequence, as well as strengthen their math and literacy foundations. Students in the elementary grades build on these skills, becoming increasingly proficient with keyboarding, as well as researching and gathering information. As the students progress through middle school, they develop these skills through the use of GSuite. Through research, students learn to fact-check sources, look for bias, and assess the credibility of online information. Middle school students focus on project-based learning through video editing, animation, stop motion, and coding.

The engineering curriculum emphasizes the engineering design process – an organized method of thinking and solving problems. Here, students work individually and within teams to identify a problem and conceptualize solutions. Working individually and within teams, students learn to clearly identify the problem and conceptualize various solutions. Students at the primary level will practice these skills through inquiry-based lessons and hands-on investigations that encourage critical thinking, problem solving, and successful teamwork. At the middle school level, students research and develop their ideas into detailed plans that reinforce their problem solving skills. Some topics of study are simple and complex machines, conservation of energy, and robotics. Most importantly, students will learn to apply these thinking skills to other subjects and to the real world. The goal of this program is to develop a generation of citizens who have the analytical framework to tackle big problems and innovate throughout our community in all areas of life. In addition to the engineering curriculum, students are offered the opportunity to participate in both Engineering Club and Future Cities. Engineering Club focuses on various projects including K-Nex, roller coasters, Vex IQ Robots, LEGOs and many other engineering challenges. Future Cities is a project-based learning program where students in 6-8th grades imagine, research, design, and build cities of the future. Both of these clubs offer students additional opportunities to explore the area of engineering and develop their own skills and creativity.

The broadcasting program was created to allow students the opportunity to take part in showcasing their school and their classmates, by utilizing skills learned in reading, writing, speaking, direction, multimedia, and production. Students in Middle School take part in this class, and ultimately they produce a monthly Student News episode through planning, filming, editing, and directing. Student input is utilized to design each segment. This includes a news desk portion with school reports, weather and sports. It also includes interviews, both planned and conducted by students, with the addition of skits and commercials that showcase the creativity of our student body while giving students a voice. The goal for these productions is

to create informative and community-building news segments that encourage writing, editing, collaborating, and filming, as well as performing on camera. Students have the ability to choose their own role, either on air, behind the scenes, or editing, based on their individual talents and interests. All students have access to the video editing software which allows them to become proficient in different software programs. All students watch the Student News in their classrooms after it is completed, and the entire MTC Community gets to enjoy viewing the final product that reflects the highlights from the month.

3. Academic Supports

3a. Students performing below grade level:

For students who are performing below grade level, the teachers present content using video clips, role play, discussion, debate, and other strategies to support textual reading or verbal lessons. Teachers use manipulatives, graphics, symbols, animation, modeling, etc., to present mathematics content as well. For example, teachers use graphic depictions of problem-solving sets or manipulatives to help students transfer from concrete to abstract thinking.

In addition to these hands-on activities, teachers use "think aloud" strategies and modeling to show students the active thinking that leads to comprehension. Our school also provides leveled instruction through English Language Arts (ELA) where students performing below grade level have the opportunity to read material at their instructional level. Guided reading is used at the elementary level and is incorporated daily into the ELA block. The classroom teachers use Fountas and Pinnell to identify the instructional and independent reading levels of all students and document student progress through one on one formative and summative assessments.

Throughout all instruction, teachers build in opportunities for student choice, connect objectives to real-world situations, and eliminate learning distractions. This helps to keep academic content relevant for students and provides interaction and purpose for learning.

After presenting content, teachers use multiple methods to check for understanding and differentiate assignments and assessments. They allow students to demonstrate their learning in multiple ways. For example, they may check for understanding by asking thumbs up/thumbs down questions, allowing students to think-pair-share or giving self-assessment activities. Teachers also use benchmark assessments. as well as running records. to keep data and progress on their student's success and to ensure that students performing below grade level, as well as all other students, are progressing on a positive trend.

3b. Students performing above grade level:

For students who are performing above grade level, our teachers challenge them in many ways. They provide advanced materials, often involving topics of interest to the student, while making it relevant to their own life. In the classroom, teachers use flexible groupings of students and create specialized learning opportunities for advanced students that may include extensions or differentiated experiences.

When asking and answering questions, teachers provide opportunities for divergent and convergent thinking. When the class is assigned a project, we offer leveled choices so that students who are performing at a higher level can stretch their thinking. This may include more extensive research or additional choices such as including a visual component or a hands-on presentation. Students may complete this work with more independence and freedom to make their own creative choices.

Prior to presenting a math unit, teachers will test the students with the unit pretest to determine percentage of mastery on grade level. If the student has mastered those skills on the test, teachers have the student do a curriculum-based project to demonstrate this mastery and present it to the class. In ELA, teachers group students according to level and will offer more advanced reading content to higher-level students. Comprehension questions are also tailored to students' ability during this time and these students are able to do more in-depth thinking and analyzing of the text at hand, as well as answer more open-ended questions. For classes reading novels, these students will make a diorama of the story or rewrite a chapter using

themselves as the main character to dive deeper into their reading. In social studies teachers often extend learning by having students do research projects on the unit being taught. STEM is something that Mother Teresa incorporates across all curricula but is also used to challenge those students above grade level. This gives students the opportunity to analyze a topic more extensively, in the direction of their choosing.

3c. Special education:

MTC serves students with disabilities and provides a variety of supports to meet individual learning needs. Our program is highly individualized to allow students to reach their full potential. Our team designs an appropriate plan to meet each student's unique needs while focusing on academic, social and emotional growth. Our program offers a multi-sensory approach to increase student achievement and accommodate various learning styles. Students in this program receive assessments and progress monitoring based on their individualized goals. Our special education program includes small group and one-on-one instruction, as well as push-in support for extra assistance within the classroom. We also offer a very popular social skills group that helps students learn conversational, friendship, and problem-solving skills, as well as study and organizational skills. This group meets for lunch weekly, or bi-weekly, depending on how many students are enrolled.

In our Resource Room, we have students with individualized education plans and all teachers follow those accommodations and recommendations. When using curriculum based measures to assess those students, the type of support is determined by the student's plan and their individual needs. Based on those scores, instruction is tailored to the needs of the student. For example, if a student needs support in reading accuracy we incorporate multi-sensory phonics and sight word learning strategies into teaching using the Wilson Fundations approach. These students receive a systematic program in critical foundational skills.

Within the small group lessons, students are provided with tasks broken down into smaller steps or chunks. When assigning work, the special education teacher keeps in mind the interest of the student and may tailor the given assignments to increase the student's success. In addition, students in our Resource Room may have extra time completing tasks, tests, or assignments, or extra support doing so, such as being read a test aloud when appropriate.

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

Here at MTC, our English Language Learners (ELL) have grown and this community is about 20% of our population. These students bring many strengths to the classroom. Our teachers know they learn best when they are being taught in a welcoming and supportive climate. Our teachers give students the opportunity to share their backgrounds, experiences and ideas which benefit the other students as well. Within the classroom, our teachers use scaffolding so that the student will be able to perform a task independently. For example, the teacher may use graphic organizers, sentence frames, visuals, word banks, and word walls to assist those students. Within the instruction, the teacher will pre-identify and pre-teach vocabulary. Concise instruction of background knowledge is used while teaching. When thinking about grouping students for additional practice, the teachers use structured pair work, small groups, or teacher-led small group work. Our teachers do a great job of modeling the language that they want their students to use.

In the Resource Room, ELL students are pulled for assistance with reading and writing. The teacher intensively teaches new academic language and vocabulary and gives the students opportunities to practice those skills. These skills include using context clues, understanding word parts and compound words, and recognizing proper nouns. The teacher allows these students to participate at every level of proficiency in accountable talk, academic conversations, and tasks that they can bring back into their classroom with their peers. All of our teachers adopt an attitude of humility and curiosity when meeting individual ELL students in the classroom.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At MTC, a positive environment is at the core of everything we do. The environment will always affect every part of the school, including the academic programs, the social and emotional growth, and all development for the future. This positive environment encompasses the physical structures as well as the people, and we truly shine in both of those categories.

Visitors are always impressed when they enter our building with how inviting it is. It is completely student-centered; pictures, artwork, assignments, etc., are all created by the students, or show them at work and play; But it doesn't stop there. Students are respectful; holding doors, saying good morning, and smiling. We get so many compliments about how students act toward visitors, and that is prevalent in the culture among the school.

A positive environment encourages students to be engaged and motivated to learn. Our educators are committed to our students' growth academically, socially, and emotionally. They continue to grow in their own field through professional development and trainings in order to remain highly qualified. With their expertise, they provide creative and engaging lessons to keep students involved. Differentiation is at the core of all of our lessons, as our teachers work to tailor lessons to meet the needs of all of their students. They provide extra help, and give of themselves selflessly to assist the students in their growth. Our teachers volunteer to have after school tutoring, Homework Help, and various other clubs that are academically and socially based. These clubs include art club, music groups, Science Explorers, Tech Club, Robotics, Future Engineers, Book Club, Reading Olympics, Fitness Club, and our brand new ESports Team. These extra-curricular activities, in addition to the academic programs, help foster both interpersonal and intrapersonal skills such as teamwork, problem-solving, and time management that are necessary for future success.

This environment changed drastically in March of 2020 when we shifted to a full virtual platform. Our goal was normalcy; to keep everything as close to the way it was in person. This was important not only from an academic standpoint, but also an emotional standpoint; there was so much uncertainty and fear that we wanted our students to feel safe and comfortable. Each day started with the principal streaming through Zoom with Morning Prayer and announcements, and a student representative would lead the entire school in the Pledge of Allegiance. We even continued to hold our extra-curricular activities virtually; student council would meet to decide on school spirit days and ways to promote camaraderie, NJHS continued to sponsor service projects, including writing letters to front line workers and sending food to nursing homes and hospitals, our Book Club, Art Club, and various other clubs met virtually each week.

Our dedicated educators did not let this new physical environment deter them from creating a positive place to learn and grow. Educators worked to create a virtual learning plan that kept students engaged with each other, but also was age appropriate in regards to screen time. Teachers were trained in using virtual platforms including Zoom, Google Classroom, and Nearpod to create engaging and effective lessons. As a result, our students were fully prepared for the next school year.

2. Engaging Families and Community:

At MTC, we have implemented many strategies to work with family and community members for student success and school improvement. We have two important parent groups in the school; one is the Principal Advisory Committee (PAC), and the other is the Home and School Association Board (HASA). Each of these groups serves a unique purpose in the overall improvements of the school. Both also are vital in ensuring that parents feel they have a voice and a connection to the school and administration.

The PAC is comprised of one representative from each grade level. This committee meets four times a year (quarterly) with the principal to share the questions/concerns/comments that the parents in the grade have expressed. This committee, started three years ago, has proven to be an asset to the growth and

understanding of the unique families and students at MTC.

The HASA board's primary goal is to build community at MTC. Through fundraising events, students and their families build strong relationships with each other, in conjunction with the mission of the school. This board has been instrumental in promoting a positive faith-based culture, while ensuring that families feel welcome in this community, and have many opportunities to participate and share their talents.

In order to assist and enhance our STEM program, MTC has partnered with Lockheed Martin, a global security and aerospace company, for the past three years, to engage students in science, technology, engineering, and mathematics (STEM) based presentations and discuss with students their options for choosing future STEM-based careers. This partnership improves students' knowledge of available career paths in these fields and offers an opportunity for students to see the relativity of these jobs firsthand in their own community. Additionally, MTC working with companies like Saint-Gobain (the largest building materials company in the world) can provide exposure to our students on a wide variety of topics, including sustainability, how to protect the environment, innovation, different ways to build homes, and what the world may look like in the future. One of our Board members is the Chief Operations Officer of Saint-Gobain and he will provide a bridge to accessing resources at this company.

In the community, we have strong relationships with the township police and fire departments. They assist us in maintaining a safe environment, while taking time to visit and talk to our students and parents about various topics from fire safety, to internet safety, to being good citizens.

We understand and emphasize the importance of partnerships with families, the community, and various organizations, and we continue to expand these relationships to support our school community's mission and its goals.

3. Creating Professional Culture:

MTC works hard to ensure that all teachers feel both valued and supported. We have an instructional coach on site that works with teachers, both new and returning, to discuss things such as curriculum ideas and classroom management and to collaborate to create new projects, experiments, activities and other learning experiences for students. This coach meets with teachers several times a year to check in and is always available as a resource.

New teachers at MTC are part of a "New Teacher Induction" program that is designed to help ease the transition of entering a new school. The instructional coach meets very regularly with teachers involved in this process. Each teacher in the induction program is also given an experienced mentor teacher that is available for support and guidance and that works one-on-one with the new teacher, holding meetings, having discussions, and conducting observations.

Other off-site instructional coaches work with all teachers at MTC as well. Several times a year, outside coaches come to our school to work with individual teachers during coaching cycles. These coaches also lead our entire faculty during whole group professional development. In these meetings, they define goals and determine each teacher's needs in order to help expand each teacher's professional toolkits.

MTC holds professional development days for all teachers as well, which focus on new curriculum and initiatives to help them feel supported as they enter new areas of teaching. During the transition to distance learning, teachers were offered immediate professional development on virtual learning and technology assistance and had several staff members available for support throughout the adjustment. In addition, teachers were offered brand new equipment to ensure that the physical transition to virtual learning was as smooth as possible. This included new cameras for the classrooms, speakers, rolling carts to easily "bring students along" during instruction throughout the classroom, and new virtual learning programs such as Nearpod and Newsela.

In addition to professional support and development, administrators and teachers at MTC frequently hold events or activities to ensure that the staff feel valued and appreciated. These events and activities range

from recognizing staff members of the month, who are nominated by their professional peers to acknowledge their appreciation, to the "Teacher Treat Train" created by the leadership to offer a special treat to staff to thank them for all they do and to brighten their day. Additionally, we do a number of team building experiences throughout the year including escape rooms, shark tank inventions, engineering projects, and we participated in team building experiences created for the Zoom platform during our virtual learning months.

Overall, school administrators at MTC do all they can to ensure that teachers feel both supported in the classroom and valued in their working environment. At a time where offering support and value seems exceptionally important, administrators, teachers, and staff alike, are doing all they can to make certain that this is happening.

4. School Leadership:

The leadership philosophy and structure of the school was formed recently, by current leadership, in our mission statement: "We at Mother Teresa Regional Catholic School shape our students' hands, hearts, and minds, in a faithful Catholic tradition. We work to create lifelong learners who exemplify respect, dignity, and compassion. We value the holiness of life within a safe environment that respects the culturally diverse needs of all students".

The principal's role is crucial to the success of the school's mission and overall achievements. The principal's task is not only to ensure the mission is being carried out, but more specifically to ensure that each child is getting a strong education and receiving the tools they need for learning. This includes developing curriculum to assist all learners at MTC, hiring and evaluating all faculty and staff members to ensure they are carrying out the necessary tasks for students to be successful, and evaluating those programs in order to make necessary changes and enhancements. The principal is progressive and forward-thinking in programs that children will need to be successful well beyond 8th grade.

In the past 7 years, programs have been added to the curriculum, and existing programs enhanced, in order to make MTC accessible to any student who seeks a dynamic education in a Catholic environment. These programs include, but are not limited to, the various special education programs. The Director of Special Education's role is to ensure that we have the resources and teachers we need to match the various needs of students, promote growth of the program, and to work in tandem with the principal and stakeholders to continue to enhance what we offer in that program.

The Assistant Principal (AP) role was added to the organizational structure this year. The role of the AP is to work with teachers on lesson planning, curriculum integration, and instructional and assessment practices. The AP serves as an instructional coach to ensure the teachers have the supports they need to provide the dynamic and unique curriculum offerings at MTC, including the STEM enhancements, cross-curricular approaches, and differentiating instruction.

Other school leaders include the pastor and the Board of Limited Jurisdiction (BLD). The pastor oversees the operation of the school, and works in partnership with the principal to ensure a safe, welcoming, and sustainable environment. This includes facilities, finances, staffing, and the educational programs. The BLD consists of a diverse group of leaders, represented by alumni, parents, and executives from multinational companies to local businesses. The philosophy of the group is to understand what is important to the students, the teachers, and the parents. The strategy is to then design actions to best support the needs of these groups, while honoring the faith-based mission of the school. Together with the pastor and the principal, they develop strategic plans to ensure the sustainability of the school and its programs, and they carry out those plans with the assistance of their committee members.

5. Culturally Responsive Teaching and Learning:

At MTC, we have students, families, and staff members from a variety of backgrounds, with many unique needs. We pride ourselves on taking the necessary steps to ensure equity, cultural awareness, and respect in the classroom and overall school community.

To ensure equity, cultural awareness, and respect in the classroom and school, teachers strive to attain a thorough knowledge of their students and their backgrounds. As a result, they can work to build respect for the cultures and/or ethnicities that are in our school community, and bring students' perspectives into the classrooms. When students really get to learn more about each other, students feel safe and confident in their learning environment which positively impacts the school in its entirety.

As a Catholic school, the idea that God made all people unique and that He wants us to respect, love, and celebrate everyone, is at the center of our teachings. Through the values and virtues that students learn in religion classes and that are reinforced in their daily experiences, students gain an understanding of how to show respect and interest towards differences among one another. In addition, throughout social studies units, students learn about other cultures and embrace their own. Students in the early grades create "All About Me" posters to teach their peers about individual backgrounds and pay tribute to their different cultures. They also learn about world customs and traditions, including the various holidays that are celebrated. Students in the older grades learn about historical occurrences and previous conflicts and discuss how they are relative to their own lives and current events. Teachers emphasize learning from the past and applying that knowledge to their present and future. They approach these topics fostering an open mind, and emphasis on a willingness to hear other opinions. Students also study influential people of all races and cultures, while discussing topics such as the Civil Rights Movement and previous presidential elections.

Students participate in many school wide events. One major event that is held yearly is our Multicultural Day which is run by our Home and School Association. Families are invited to bring in special items or food that reflect their culture and background. These items are displayed for the whole school to see while parents and students inform others about their culture. Along with these table displays, students also perform dances, songs, skits, and other activities that reflect their culture and uniqueness. This is a time when we celebrate where we come from as we learn more about each other, the world, and the values that unite us all.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

It is no secret that students learn more when they are offered well designed lessons that connect with their interests and challenge them to learn and grow. At MTC, we have found success through Engaging and Empowering All Learners. Our teachers have been taking part in a number of workshops that support this practice, and as a result they are utilizing many successful ideas in their classrooms.

In order to engage and empower our students, we focus on four important areas of lesson planning. These areas are structuring a lesson that follows the natural learning cycle, grouping students effectively for optimal learning, incorporating movement and dialogue to access higher order learning opportunities, and including practical ways to engage and challenge students by infusing student choice into lessons.

Structuring a lesson that follows how students learn is crucial. Our teachers structure their lessons to include activating prior knowledge, explaining relevance for the students, differentiating instruction, offering time for exploration, experimentation, and problem-solving, and concluding with reflection. These necessary parts of a lesson provide students opportunities to be engaged in their learning, which leads to higher achievement.

Grouping strategies are important for all cooperative learning activities, as the goals and objectives will vary. By focusing on specific goals of the lesson, teachers will decide proper grouping strategies which may be heterogeneous, homogeneous, random, or interest-based.

Incorporating movement and dialogue is necessary to engage students in a lesson. Our teachers incorporate many strategies for movement, including gallery walks, gestures and motions for vocabulary words and important terms, thumbs up/thumbs down responses, dancing and singing, and review games. To incorporate dialogue they include strategies such as think/pair/share, turn and talk, Socratic method, debate, and literature circles.

Engaging and challenging students by infusing choice is important as it gives the students more ownership over their learning. Teachers utilize this throughout the curriculum by giving students opportunities to choose reading material, writing topics, modes of acquiring knowledge (print, video, audio), and choice of manipulatives, to name a few. Encouraging students to make choices empowers them in their learning, which is a crucial part of academic success.

Empowering learners is the ultimate goal of education. Through this empowerment, not only are students taking ownership over their current education and successes, but carrying that confidence and ability into educational and life experiences in their future. At MTC we work together feverishly to implement methods that will guide students on their own independent journey as a learner and empower them to take on new challenges and opportunities as they grow and become a significant member of society.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): <u>Catholic</u>

   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 <u>X</u>   No

3. What is the educational cost per student? $<u>5120</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>1104</u>

5. What percentage of the annual budget is devoted to   <u>26</u>%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>32</u>%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in <u>reading and mathematics</u> 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 <u>for each of these grades</u>.

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 subgroup[2] 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 assessments[3]).

A copy of these reports (in a PDF file) <u>must be uploaded</u> 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.

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[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)