

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 and non-public schools must have met the program's academic requirements overseen by each state, public entity, and the Council for American Private Education.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2025 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 2019 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2024.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2020, 2021, 2022, 2023, or 2024.

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 a link to 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.

The U.S. Department of Education also reserves the right to disqualify a school's nomination if that school changes the grades that it serves in the 2025-2026 school year by adding or dropping one or more grades between 3 and 12 such that the school's new grade configuration does not adequately reflect the nature of the school at the time when its qualifying student assessments were administered.

U.S. Department of Education
2025 National Blue Ribbon Schools Program

☐ Public or ☒ Non-public

For Public Schools only: (Check all that apply) ☐ Title I ☐ Charter ☐ Magnet ☐ Choice

Name of Principal Mr. Kenneth Collopy

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

Official School Name Newport Central Catholic High School

(As it should appear in the official records)

School Mailing Address 13 Carothers Rd

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

Newport
City

KY
State

41071-2497
Zip Code+4 (9 digits total)

County Campbell

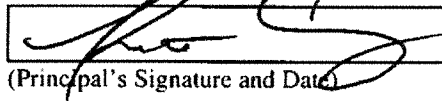
Telephone (859) 292-0001

Fax

Website/URL http://www.ncchs.com

E-mail kcollopy@ncchs.com

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


(Principal's Signature and Date)

11/26/2024

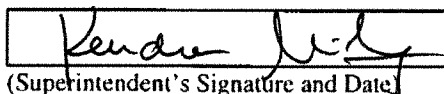
Name of Superintendent*Mrs. Kendra McGuire

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

E-mail KMcGuire@covdio.org

District Name Diocese of Covington Tel. (859) 392-1500

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


(Superintendent's Signature and Date)

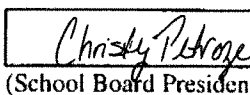
11/26/2024

Name of School Board

President/Chairperson Dr. Christy Petroze

(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 that it is accurate.


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

11/26/2024

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

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

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2024-2025) 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, 2024 enrolled at each grade level or its equivalent at the school.

Grade	# of Students
PreK*	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	56
10	62
11	37
12 or higher	56
Total Students	211

*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
0.5 % Asian
0.5 % Black or African American
0.5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94.3 % White
4.2 % 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 2023-2024 school year: 4 %

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2023 until the end of the 2023-2024 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2023 until the end of the 2023-2024 school year	7
(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, 2023	230
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented by the English Language Learners (ELL) in the school (separate languages by commas): Spanish, Tagalog

Students who are ML/EL: 1 %

Total number ML/EL: 2

7. Students eligible for free/reduced-priced meals: 18 %

Total number students who qualify: 37

8. Students receiving special education services with an IEP: 16 %

Total number of students served: 33

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>15</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>15</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>3</u> Specific Learning Disability

0 Emotional Disturbance

0 Speech or Language Impairment

0 Hearing Impairment

0 Traumatic Brain Injury

0 Intellectual Disability

0 Visual Impairment Including Blindness

9. Students receiving services with a 504 plan: 0 %

Total number of students served: 0

10. Number of years the principal has been in their position at this school: 4

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below.

	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.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

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

Required Information	2023-2024	2022-2021	2021-2022	2020-2021	2019-2020
Daily student attendance	95%	99%	98%	99%	99%
High school graduation rate	100%	100%	100%	100%	100%

If student attendance is under 90% in the most recent year, please explain:

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2023.

Post-Secondary Status	
Graduating class size	61
Enrolled in a 4-year college or university	92%
Enrolled in a community college	0%

Post-Secondary Status	
Enrolled in career/technical training program	5%
Found employment	3%
Joined the military or other public service	0%
Other	0%

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

Yes ☐ No ☒

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

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

Newport Central Catholic High School is a private, Roman Catholic secondary school operated by the Diocese of Covington. Its mission is received from the Gospel message of Jesus Christ: to form men and women for service, leadership, and evangelization in the Church and the community.

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

Nondiscrimination policy can be found on p. 34 of our handbook at the public link below:

<https://ncchs.com/wp-content/uploads/2024/10/Student-Handbook-2024-25.pdf>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

In approximately 800 words, introduce your school by providing a narrative snapshot that addresses the following bullets and includes any other interesting information you would like to share.

- Describe the nature and context of the school community, including a description of the school's learning and teaching culture. **Avoid repeating demographic data provided in Part II. This narrative should help the reader understand the character of your school and the students who attend it.**
- Describe the key strategies used within the school that have encouraged and challenged all students to develop their full potential academically, emotionally, physically, socially, and culturally. For instance, strategies could include curriculum, programs, initiatives, student and school supports, and leadership.
- **Describe any creative or innovative techniques/programs the school uses.** These techniques/programs contribute to your school's unique character. They could be academic, socio-emotional, cultural, or other, but they should be something that sets the school apart.
- Additionally, if your school is a previous recipient of the National Blue Ribbon School award within the last ten years, briefly describe how the recognition has been leveraged or served your school and its community.

Newport Central Catholic High School (NCC) is a private, Roman Catholic secondary school operated by the Diocese of Covington in Newport, Kentucky. Our mission is received from the Gospel message of Jesus Christ: to form men and women for service, leadership, and evangelization in the Church and community. Across the Ohio River from Cincinnati, Ohio, the school sits atop a hill overlooking Northern Kentucky river cities and downtown Cincinnati.

In 1983, NCC resulted from the merger of the all girls Academy Notre Dame de la Providence (ANDP), established in 1896, later anglicized to Our Lady of Providence Academy, and all boys Newport Catholic High School (NC), established 1929. Honoring its legacy of 120+ years of Catholic education, the NCC family welcomes all students who strive to think critically, act responsibly, believe sincerely, and serve willingly. Accredited by Cognia, NCC serves a socio-economic diverse population enrolling ~225 students in grades 9 through 12 and is open to all races and religions. NCC's primary purpose is to holistically educate and help students achieve the ultimate prize of Heaven.

Traditionally, 90-95% of graduates attend college. Typically, ~90% matriculate to four-year institutions; 5-10% attend two-year programs; several enter the armed services, vocational, or seminary. The profile for the class of 2024 highlights accolades including: 96% of graduates were offered collegiate scholarship monies in excess of \$9.2 million from post-secondary institutions; 7% scored 30+ on the ACT; the top 10 graduates averaged a 3.67 cumulative and 4.32 weighted GPA. Over the past seven years, NCC has had a total of 24 Kentucky Governor's Scholars Program students and 3 Governor's School for Entrepreneurs. Since 1989, 24 NCC students have participated in the Governor's School for the Arts.

NCC has embedded the core values of its unique identity into Pillars: Faith, Family, Academics, Community, and Character. At the foundation of everything, faith is visible. These Pillars are embedded in NCC's culture and everyday school operations. They are brought to the forefront with intentionality, affecting policies, classroom procedures, schedules, leadership structures, and facility upgrades.

Continuous improvement across facilities and programs has been pivotal for success. In 2017, the Media Center was renovated, creating a college-like space for all to engage and collaborate as well as host Dual Credit courses. A year later, the gym floor was replaced with a state-of-the-art surface and subflooring. New laptops for staff (2020-21) and Chromebooks for students (2021-22) followed, updating previous 1:1 devices. The St. Joseph

Institute (SJI) for Trades and Vocations (est. 2022-23) with an onsite shop and internship partnerships. In January 2024, the completely renovated Science Learning Center was unveiled and accessible. Immediately following, the facility underwent roofing and HVAC improvements, adding central air throughout. In October 2024, the groundbreaking took place for an on-campus athletic complex scheduled to open in October 2025. Also in 2024, rebranding initiatives made their debut, contemporizing the look and message of NCC while honoring its past.

At NCC, students develop a sense of family extending beyond the traditional sense, making lifelong connections with classmates, faculty, and alumni. NCC is synonymous with the word Family, fostering a proud legacy. NCC's smaller size allows faculty/staff to provide individualized attention. Administrators, counselors, and staff know when a student is struggling academically, socially, or emotionally and address concerns immediately. All students are placed in "families," similar to a house system, for intentional connectivity.

Academic rigor is of high priority at NCC. Some students challenge themselves in numerous AP courses, Dual Credit options, or Honors classes. Others require support of the Academic Enhancement Program (est. 2002) assisting students with diagnosed learning disabilities to reach their potential. Others may pursue in-house trade/vocational program offerings. All find challenges in the variety of high interest, career-based electives offered in our school curriculum.

Honoring NCC's Christian service ideal, students complete a service project and hours annually. Service projects encourage students to form long-term relationships with social organizations in the community. Through this stewardship program, students volunteer, increase social awareness, witnessing needs of others, while sharing their time and talents.

NCC offers 20 sports programs and 21 school-sponsored, extracurricular clubs and organizations. Over 91% of students compete in varsity sports. Offering different "niches" is precisely where NCC thrives. NCC is a school of well-roundedness offering its student body opportunities for heavy involvement in extracurricular activities, athletics, drama, and clubs.

Faculty and staff approach students as more than test scores. Along with the disciplines needed to effectively run a private Catholic school, NCC invokes intentional initiatives to improve the character of students. They are God's creations and the future of our world. NCC prepares students for life but most importantly for heaven.

NCC maintains a unique identity, which drives community support, without trying to emulate other schools. Embracing genuinity and focusing on becoming its best version leads NCC to successful operation.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

- 1a.** Provide an overview of your school's approach to curriculum, instruction (including how technology is used for teaching and learning, if applicable), and assessment, which may include an overarching philosophy or approaches common across subject areas (300 words).

The college-preparatory curriculum at NCC is guided by standards established by the Diocese of Covington and the state of Kentucky. In addition, faculty members, administrators, and key stakeholders help guide curricular decisions. Departments work collaboratively to identify critical skills, review state and national standards, conduct curriculum mapping, and implement the multi-tiered system of support (MTSS) that ensures all students receive a cohesive and comprehensive educational experience. The College Equipped Readiness Tool (CERT), aligned with the American College Test (ACT), is a formalized assessment tool utilized three times per year to measure student growth. This tool provides data to identify learning gaps, specifically in reading, language, math, and science.

NCC students proudly display their passions for science, math, English, and the arts while taking care of each other and welcoming new members to our NCC family. They work with a faculty that is passionate about their respective content areas, fostering a curious student body that is willing to try new things and step out of their comfort zones. In 2022, NCC established the St. Joseph Institute to provide hands-on experience and expose students to alternative career and technical fields. NCC prides itself on our students' extracurricular involvement and stewardship. Our Five Pillars are utilized across all curricula as a guide for ensuring the students who have called NCC home will become strong, well-rounded servant-leaders.

NCC operates with 1:1 Chromebooks to enhance its college-preparatory curriculum, increase academic achievement, provide additional resources for differentiated learning, improve communications, and increase student engagement. Since 2020, students and staff have increased proficiency with Chromebooks and a variety of digital platforms. This has allowed teachers a renewed sense of flexibility with assessments and in conducting lessons from different classrooms and areas on and off campus.

For each of the four core areas: describe the curriculum content; describe the general instructional approaches; and explain, using examples, how the school uses formative and/or summative assessment data to analyze and improve student performance and/or make instructional decisions.

Please note, instructional interventions should **not** be addressed in this question. They should be addressed under Question 3, Academic Supports.

- 1b.** Reading/English language arts core curriculum content (what is taught), instruction (how it is taught), and assessment (500 words total)

The English curriculum at NCC is centered around a four credit class structure required for graduation and supplemented by a wide range of related elective classes designed around teacher strengths and student interests. Requisite courses include English I through IV with each having an Honors option. Students during their senior year also have the option of taking Advanced Placement (AP) Literature and Composition to fulfill their course requirement. Classes are college-preparatory and cover American, British, and World Literature. Novel, story, and poetry choices combine to provide a diversified selection of traditional and contemporary works. In addition to a variety of literature and analysis, each English course is rigorously structured and includes writing and composition, rhetorical strategies, grammar, critical thinking, research, use of technology, and communication skills. This ensures students have all the strong foundations of language arts to use in the future. In addition, students are encouraged to explore different aspects and may choose to take an elective course provided by the department which includes Gothic Literature and Film, Journalism, Introduction to Poetry, The Foundations of the Mystery Genre, The Works of Shakespeare, and many others.

The English curriculum's instructional pedagogy strives to vary instructional techniques and assessment procedures to best support student success. NCC teachers provide direct instruction, give opportunities for student-led discussions, foster independent learning, and employ group projects, and critical thinking exercises among many more instructional strategies. These strategies encourage students to think critically, generate original thoughts and ideas, form connections to society and the world, make correlations and transfer content to other subjects and disciplines, and develop a love and appreciation for literature and all of its components.

Due to the diversity of our school community, all lessons and units are formulated and analyzed thoroughly to provide students with differentiated strategies to ensure success for every student. This is evaluated through formative assessments that provide teachers with data on student progress such as reading checks, class discussions and participation, analytical writing responses, and guided questioning. Vocabulary is assessed through Membean, a school-wide technology-based program that caters and adjusts to each student's abilities and strengths. Summative assessments are developed and employed to provide students of all learning styles an opportunity to show what they have learned. These include formal tests and quizzes, creative and structured essays, individual and group projects, presentations, and other unique ways to demonstrate their knowledge and skills.

The writing process is prioritized and is horizontally aligned to build skills in creative, analytical, and research writing. For example, the non-fiction writing skills developed in freshman and sophomore classes culminate in an encompassing research project and essay junior year. These reading and writing skills are not only fostered during class but also through summer reading projects and Pillar Time, a weekly schedule to support our Pillars. The English curriculum's main goal is to monitor student learning, foster a love of reading, provide ongoing feedback, and prepare students for all they will encounter after graduation in the realm of language arts and beyond.

1c. Mathematics core curriculum content (what is taught), instruction (how it is taught), and assessment (500 words total)

The NCC mathematics curriculum is a four year program vertically aligned with the Kentucky State Curriculum requirements and the ACT College and Career Readiness Standards and is composed of college-preparatory courses. Over the course of four years, students are given the opportunity to enroll in a variety of mathematics courses in tiered tracks. The required courses follow the pattern of Algebra I, Algebra II, Geometry, and an additional year of a mathematics course. The previous requirements and Precalculus are offered at the standard and Honors level. Advanced Topics, AP Precalculus, Elementary Statistics, Engineering 101, and ACT Math Prep are offered as third and fourth year electives in addition to an in-person Dual Credit (DC) Calculus course run through collaboration with Thomas More University. Within the required courses are four tiered levels of instruction. Each class, regardless of level, covers a prescribed curriculum with the same core content. However, the level of difficulty increases as depth, workload, and pace of the content increase (i.e. students in the Honors class will have more complex problems with longer processes in comparison to those in the conceptual class).

Additionally, NCC partners with feeder schools to identify accelerated students and hosts them in advanced courses on campus during the school day. Eligible students take a placement test, have their content mastery evaluated, and are placed in corresponding courses upon teacher recommendations. This allows students to begin their freshman year on an accelerated math curriculum, headed toward AP Precalculus, DC Calculus, and other DC courses.

In each mathematics course, students are exposed to various teaching methods including direct instruction, technology-based instruction, and inquiry-based learning. Mathematic teachers differentiate lessons as needed to meet the students at their level and incorporate a variety of tasks including kinesthetic activities, note taking, and discussions. All courses incorporate added instruction on mathematics skills and strategies to prepare students for summative standardized tests like CERT, ACT, PSAT (Preliminary Scholastic Aptitude Test), SAT (Scholastic Aptitude Test), and AP exams. Students are provided with a supplemental TI-84+CE calculator course through Northern Kentucky Tutoring and Test Prep Wizards as well as practice quizzes, tests, and videos through CERT to aid in practice and remediation. Math department teachers hold formal and informal, regularly scheduled

meetings to discuss curriculum and pedagogical practices to better facilitate the successful learning experience of all math students.

Teachers use a variety of formative and summative assessments to gauge the level of understanding and achievement of students. Formative assessments used include entry and exit tickets, daily homework quizzes and assignments through online platforms like Delta Math, Desmos, and Geogebra assignments. Teachers use these assessments to adjust lessons as needed to inform instruction and improve student learning. Most summative assessments include chapter tests, midterms, final exams, and projects. Assessments are also used to determine if a student is scheduled for the appropriate class. If a teacher feels a student is misplaced for their skill level, summative assessment data guides conversations with parents and counselors to place students in appropriate classes.

1d. Science core curriculum content (what is taught), instruction (how it is taught), and assessment (300 words total)

The Science Department at NCC facilitates learning for students at a regular level, an Honors level, and an Advanced Placement level. Students can finish the three Kentucky state required credits by the end of junior year. The required core courses include Integrated Science, Chemistry, and Biology. Honors science courses are first offered sophomore year in Chemistry. Students, however, are not fixed into a track. Rather, their grades and counseling decide placement. Electives are based on student interest, which is surveyed through the curriculum guide and course offerings list chosen in the spring of each prior school year. Elective offerings include Kitchen Chemistry, Environmental Science, Invertebrate Zoology, Disease in Medicine, Anatomy and Physiology Honors, AP Biology, AP Physics, Biotechnologies, Forensics, and Meteorology.

Since science facility renovations in January of 2024, students learn in inquiry-based labs within six college-ready lab spaces. Designed with adaptability in mind, all classrooms can be modified to develop high level learning with new technologies, like the use of scientific software, robotics, and 3D printing. Software includes Labster, CPO Science, and Vernier. Analysis of labs and the creation of inquiry-based learning increases critical thinking skills needed in the STEM fields, along with soft skills that focus on the development of communication, collaboration, analysis, lab safety, and laboratory technique. Reading comprehension is increased through immediate assessment and feedback using Google Forms and Docs. Additionally, guest speakers, the Science Club, and field trips support non-traditional classroom education. Students demonstrate their knowledge through regular formative assessments in project and test form and are given practice to increase their understanding; classes culminate in summative unit exams and standardized testing with CERT. Students can pick courses that are personalized and tailored for their learning. The department receives feedback and updates course work on an annual basis.

1e. Social studies/history/civic learning core curriculum content (what is taught), instruction (how it is taught), and assessment (300 words total)

The goal of NCC's History and Social Studies Department is to reveal to students how institutions, ideas, and customs have developed. Contemporary questions and issues are studied through multiple historical lenses to help students develop a sense of the responsibilities they must assume as citizens and future leaders. One of the principal goals of social studies is to provide a space for students to develop the intellectual and emotional capacity to cope and manage continual change and diversity in our society.

Students must complete three core credits in the department to graduate within three levels of courses at NCC: standard, AP, and Dual Credit (DC). Freshmen typically complete Geography as a prerequisite to Honors and AP courses; this course allows the faculty to assess a student's knowledge and understanding to best advise which future courses to take. Sophomores are required to take Modern World Civilizations, and juniors are required to take United States History, which is offered as an in-person DC class. U.S. Government is also offered at the standard and AP levels. Electives include Current Events, History's Mysteries, and Battle Reenactments as well as Mock Trial club.

The History and Social Studies Department faculty work together to design and implement a curriculum that will prepare students for postsecondary education. The department uses multiple forms of assessment including quizzes, chapter tests, project-based assessments, essays, and guiding questions that require students to synthesize information and provide critical analysis while forming their own persuasive arguments about how the past informs the future. Speakers and field trips are intentionally planned to provide students with opportunities to study primary sources and engage in content extensions. The Daughters of the Revolution as guest speakers, students registering to vote during Pillar Time, visits to memorials, the Underground Railroad Museum, the Holocaust and Humanity Center, and local museums are just a few examples.

1f. For any school that serve grades 7 and higher: In approximately 300 words, describe how the curriculum supports college and career readiness (e.g., dual credit courses, college prep classes, Career Technical Education (CTE), apprenticeship or pre-apprenticeship opportunities, industry-recognized credentials). This may also include student leadership, community and civic responsibilities, entrepreneurship skills, or work-based learning opportunities that align with essential or emerging careers. If a school does not have secondary grades, this section should be left blank.

The core curriculum is designed to address ACT College and Career Readiness Standards. Approximately 90-95 percent of graduates continue to a four-year institution. Counselors guide students through academic, college, and career planning while supporting their social and emotional needs. The class of 2024 was offered \$9.2 million in scholarships from various post-secondary institutions resulting from counseling department assistance in scholarship discovery and essay preparation.

The counseling curriculum involves regularly scheduled meetings with all grade levels often within Pillar Time. NCC incorporates online resources like SCOIR, the CommonApp, Terrace Metrics, and Going Merry. Underclassmen focus on high school goal setting while upperclassmen prepare resumes, execute formal presentations, prepare for and participate in mock interviews, and complete career interest surveys.

NCC continues to innovate, adapt, and develop classes that mirror professional skills. Electives include Public Speaking, Accounting, Business, Personal Finance, Anatomy, and Biotechnologies classes which complement AP and DC offerings. Students can earn college credit in the core subjects of English, mathematics, history, and science. Expansion continues of online and off-campus dual credit offerings through Northern Kentucky University, Thomas More University, and Gateway Community & Technical College. Our elite scholars in the Providential Scholars program focus on character development, leadership, and personal growth opportunities through course discussions and projects.

NCC students have varying goals including, two and four-year colleges, entering the military, the workforce, or a religious vocation. College-preparatory and AP classes have remained the core foundation of NCC's academic programs; however, the addition of dual credit courses, internships, and technical career education opportunities have engaged students in a wider variety of college and career pathways. St. Joseph Institute exposes students to career and technical fields such as electric, plumbing, HVAC, carpentry, welding, and mechanics. The workshop provides exposure to various trades followed by students working in off-campus internships with local businesses with the potential to earn trade certifications. Students are also offered the opportunity to participate in internships with St. Elizabeth Healthcare and Campbell County Fire & Rescue.

1g. For schools that offer preschool for three- and/or four-year old students: In approximately 300 words describe:

1. the core curriculum areas provided;
2. the alignment of early childhood and K-Grade 3 academic standards; and
3. any indicators of the impact of early education on school readiness and success in the primary grades.

- 2. Other Curriculum Areas:** For each of the school's other curriculum areas, describe: 1) how they support students' acquisition of essential skills and knowledge, 2) which grades participate, and 3) how often students or grades participate. If the school does not offer a particular curriculum, write NA.

2a. Arts (may include visual arts, music, theater, dance, etc.) (200 words)

NCC offers elective courses in music and visual and performing arts. All students must complete at least one credit of fine arts but have the opportunity to add additional fine arts courses to their schedules. For students aspiring to be serious artists, there is a four-year visual arts curriculum from Art I through Art IV Honors and AP Art. Many visual art students submit portfolios to universities for acceptance and scholarships. Students apply and regularly are accepted into the Kentucky Governor's School for the Arts and participate in our fall cabaret, spring musical, and school choir; they are also encouraged to seek supplemental exposure and have done so with the Cincinnati Children's Theatre, Cincinnati Pops Orchestra, and vocal competitions.

Additionally, NCC offers Sculpture, Photography, Computer Design, Senior Mural, Piano I and II, Theatre Appreciation, Rhythm and Recipes, History of Rock and Roll, and Broadcast. The arts curriculum is flexible and reflects the interests of both faculty and students, analyzing current trends and utilizing software like the Adobe Creative Suite. Beyond practical skills that aid students in moving on to post-secondary education or the workforce, students learn to be self-actualized individuals who can critique and appreciate the diversity and beauty of the world around them.

2b. Physical education/health/nutrition (200 words)

Freshman students are required to earn a credit in Health and Physical Education (PE). PE promotes an understanding of the importance of fitness applied to the enhancement of one's physical, emotional, social, and spiritual well-being. Physical Education classes give students the opportunity to participate in various team and individual sports, providing opportunities to develop essential lifelong skills including communication, teamwork, self-confidence, and patience. Health familiarizes students with current health topics and how they affect levels of wellness; students learn about nutrition, substance abuse, emotional disorders, and human anatomy. NCC also offers Health II, PE II, and Exercise Science. These electives expand on the fundamentals achieved during freshman PE and Health classes. Topics include the development of movement and physical fitness priorities; furthermore, students actively participate in more thorough and diversified strength and weight training and cardiovascular conditioning. These courses utilize standard summative assessments as well as projects. Summative assessments range from tests on sports rules to executing a nutritional and financial analysis with a full week of meal-preparation. Their physical education also extends outside of class time when students engage with younger students and visit grade schools during recess or attend strength and conditioning sessions after school.

2c. Foreign language(s) (200 words)

NCC's foreign language program promotes the ability to communicate in another language while cultivating the essential skills of reading, writing, listening, and speaking. The program is aligned with the American Council on the Teaching of Foreign Languages (ACTFL) standards. Students are required to earn a minimum of two foreign language credits to meet college preparatory curriculum. Freshman are placed on a standard or Honors track. Throughout Spanish I and Spanish II, students expand their knowledge and fluency of the language, history, literature, and culture. The third year of Spanish is an Honors level course with emphasis on the Hispanophone world, making students better informed global citizens. As seniors, students can further develop language mastery and expand their global perspectives in AP Spanish. Duolingo, Quizlet Gimkit, and Blooket are a few of the interactive and smart-adaptive applications used to engage students. Vocabulary is rehearsed frequently, promoting mastery of content. NCC offers Culture and Travel, a course for students interested in traveling and learning about different cultures' food, music, history, social norms, and customs from around the world. This course is student-led and project-based. Additional opportunities to utilize foreign language skills are offered and encouraged through the Sociedad Honoraria Hispánica (SHH) and school trips abroad through Education First (EF) educational tours and hosting exchange students.

2d. Technology/library/media (200 words)

NCC operates with 1:1 Chromebooks and the Google Platform to enhance its college-preparatory curriculum, increase academic achievement, provide additional resources for differentiated learning, improve communications, and increase student engagement. As part of the robust elective programming, NCC offers several classes that have technology at their core and focus on ways to utilize technology for different goals, intentions, and career paths. Engineering 101 and Biotechnologies receive an introduction to programming in multiple languages and applying those skills with various instruments, 3D printers, and robots.

Additionally, NCC offers several project-based classes like Broadcast, Photography, Yearbook, and Graphic Design. These classes utilize a variety of cameras, lenses, microphones, and editing software. Students become acquainted with the Adobe Creative Suite and Jostens Yearbook Avenue. Their projects include weekly announcements, interviews, and broadcasts. Students also have the opportunity to complete dual credit computer sciences courses. As part of dual credit classes, they must manage various platforms like Blackboard and Canvas. Lastly, all students are exposed to our Viewsonic smart boards present in all classrooms and are expected to utilize them when executing presentations and participating in class. These large touchscreen smart boards are a resource utilized on a daily basis by teachers along with other devices such as laptops, document cameras, and small touchpads.

2e. Any other interesting or innovative programs, practices, initiatives, or curriculum areas you would like to share (200 words).

As a Catholic school, students are required to complete four years of religion courses. Through catechetics, faculty teach the curriculum developed by the Diocese of Covington and the United States Conference of Catholic Bishops. Religion classes build on the essential skills of acceptance, open-mindedness, and communication. The religion department and Campus Minister develop and foster Catholic identity and spirituality through prayer, participation in the sacraments, and retreats. A recently implemented Five Year Faith Development plan guides our religious efforts in and out of the classroom. Students become Christian servants by completing and reflecting on service opportunities within various communities while taking an active role in leading high-impact community projects. Our student body of approximately 225 performed more than 7,000 hours of community service during the 2023-2024 school year, giving their time and talent to a wide variety of community organizations, including local parishes, food pantries, and homeless shelters.

One dynamic initiative is the incorporation of our weekly Pillar Time. This weekly schedule is strategically planned to reinforce NCC's five Pillars: faith, family, academics, character, and community. This 40 minutes of time is used to attend Mass, receive tiered remediation, and receive counseling. This Pillar Time also allows seniors to regularly visit feeder grade schools to mentor and engage younger students in academic activities, typically involving STEM.

- 3. Academic Supports:** Describe how the school tailors interventions and supports to meet the diverse and individual needs of various student populations, including examples. If there is an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of any student group, describe what the school is doing to close this achievement gap. Responses should address:

3a. Students performing below grade level (300 words)

NCC has several supports and interventions to meet students who are at risk or performing below grade level. Teachers regularly monitor and identify students who may be struggling with a class and provide direct intervention to address learning needs. Weekly grade checks are performed to identify students who are working below expectations. NCC's Student Support Committee then uses the MTSS framework to provide targeted support through a fluid continuum of intervention to assist learners. The MTSS consists of three tiers of support. Tier I encompasses all students in the building. At this tier, students receive high-quality instruction in academic skills and expected behaviors. Struggling students are provided support through mental health awareness activities with the guidance counselor, peer tutoring with National Honor Society (NHS) and the Spanish Honor Society (SHS), on-site campus ministry of faith and community development, posted office hours with teachers,

and Pillar Time.

Students struggling to make adequate progress toward grade-level goals are advanced to Tier II for additional support. The Academic Enhancement Program offers support for students with diagnosed learning disabilities in a small group setting with a designated teacher and extends into Tier III support of individual instruction. Similarly, the Thoroughbred 101 program is for students who need extra support, but do not qualify for our Academic Enhancement Program. Thoroughbred 101 class meets daily and students and staff focus on prioritizing assignments, and developing organizational, test taking, study, and time management skills. The goal of the program is to aid students in developing a skill set that will ensure academic success through high school and beyond.

Additionally, NCC uses the Edgenuity program, a standard-based online learning platform for remedial and advanced learning, to ensure that students maintain graduation credit requirements. Edgenuity provides remediation for students who have struggled with absences or tardiness, and a seamless transition for transfer students from other schools. Lastly, NCC offers an ACT Prep course elective to assist students with test-taking skills and the application of content knowledge. This class averages a four point increase on composite scores, aiding students in both reaching benchmark and earning scholarships.

3b. Students performing above grade level (300 words)

To meet the needs of students performing above grade level, all core curriculum is reviewed yearly and modified as needed. Once identified, courses have been modified or added to address learning needs. Within the last decade, there was a complete overhaul and restructuring of elective courses to include more challenging courses based on student interest. For example, Sports and Entertainment Marketing, Engineering 101, Exercise Science, and Biotechnologies were revamped or added. Students in good academic standing may choose to work as a teacher aid in place of an elective, assisting teachers and other support staff, and working with other students as a peer tutor. Our highest level students qualify for NCC's Providential Scholar Program; these students focus on executive function skills, character development, leadership, and personal growth. This year, they completed a human-centered design service project at nursing homes and organized an academic progress and achievement assembly. There is a proposal for the program to culminate at the end of the school year in a pilgrimage trip.

College level courses have been taught at NCC for many years through the Advanced Placement and Dual Credit courses through collaboration with local universities in the courses of math, science, social studies, foreign language, and English. Online courses have been added for individual students to take additional Advanced Placement courses. These advanced courses require students to demonstrate a high level of rigor, pace, and workload; they are taught by highly qualified teachers and adjunct professors.

Additionally, students working above grade level typically pursue supplemental academic extracurriculars such as National Honor Society, Spanish Honor Society, Mathletes, and Academic Team. Their involvement promotes the application and acceptance into external programs like Kentucky's Governor's Scholars Program, Governor's School for the Arts, and Governor's School for Entrepreneurs. A variety of leadership programs include but are not limited to Regional Youth Leadership, HOBY Leadership Seminar, Anthony Munoz Leadership Conference, Young Women Lead, and Kentucky High School Athletic Association (KHSAA) HYPE Conference. Having these extracurriculars on their resumes allows our students to receive substantial scholarships when applying to post-secondary institutions.

3c. Students with disabilities (300 words)

NCC's Academic Enhancement Program (AEP) is for students identified for Tier III instruction due to being professionally diagnosed with a learning disability, including but not limited to: dyslexia, reading/writing processing disorder, math processing disorder, specific learning disability, and ADHD or ADD if it has an adverse effect to their education. The program goal is to help students succeed academically, make smooth transitions into high school and eventually into college. The AE teacher collaborates with the classroom teachers to monitor student assignments, help build study and organizational skills, facilitate accommodations within the classroom or on tests, monitor progress, grades, and behaviors.

As a student enters NCC, the student, parents and teachers have a meeting to develop an Alternative Learning Plan (ALP). The plan details the accommodations or modifications to be implemented based on the student's disability. Students are reevaluated, and their ALP is reviewed annually to make adjustments in order to help the student grow and be successful. As students progress through their career at NCC, many find that they do not need the full support of the AE class due to being academically successful with many opting to take an elective in place of an AE period. The accommodations stay in place, but the direct support decreases. The goal is by their senior year for the level of support the students receive to be as close as possible to the support and accommodations they will receive in college or other post-secondary institutions.

Students in the Academic Enhancement Program have demonstrated great success as evidenced by continual improvements on their ACT scores when they pursue appropriate accommodations. Their progress is tracked using CERT. ACT and CERT scores show an average of three point increases when students utilize their accommodations.

3d. Multilingual Learners/English Learners. If the school does not have an ML/EL-specific intervention, write NA. (300 words)

NA

3e. Other populations (migrant, homeless, etc.) if a special program or intervention is offered. If none, write NA. (300 words)

NA

PART V – SCHOOL CULTURE AND CLIMATE

- 1. Engaging and Supporting Students:** In approximately 500 words, describe how your school supports students' cognitive, behavioral, and emotional engagement. How are programs and services aligned to the unique needs of your student population, academically and culturally?

The motto “We Believe!” appears recurrently and relevantly in all things, specifically when referring to NCC’s core Pillars: Faith, Family, Academics, Community, and Character. All stakeholders are instrumental in the academic and holistic development of students. These Pillars support the mission of NCC: to form men and women for service, leadership, and evangelization in the Church and community.

On Wednesdays, the school operates on a Pillar Schedule providing time for grade levels to meet for activities which intentionally support our core values. For example, seniors may participate in mentorship at grade schools (Family); juniors may celebrate Mass (Faith); sophomores may complete campus cleanup (Community); freshmen may hear from a guest speaker regarding anxiety (Character). This schedule supports well-rounded, holistic and enjoyable experiences.

NCC ensures academic rigor while providing a customized experience. Personnel recognize students’ academic, social, or emotional struggles and are called to action.

NCC employs a structured academic tracking system: Honors, College or College/Career. Elite scholars continue into the Providential Scholar Program focusing on executive function skills, character development, leadership, and personal growth. The Academic Enhancement Program (AEP) supports students with learning disabilities. St. Joseph Institute prepares students for careers in trades and vocations. Additional opportunities abound through community connections, hands-on project based learning, Dual Credit courses, and off-campus internships.

At-risk students with a sub 2.0 GPA, excessive discipline referrals, and attendance issues receive support through Thoroughbred 101, a daily class focusing on executive function skills such as time management, prioritization, study skills, organization, and social-emotional learning like perseverance, respect, and work ethic.

High interest electives are offered across all tracks. Electives such as Historical Reenactments, Engineering, Medical Terminology, Financial Literacy, and Forensics are designed to increase engagement and support a wide range of career exploration. Courses expose students to various fields, fueling informed decisions while supporting academic rigor.

Dual Credit allows students to earn high school and college credits simultaneously. Current offerings run through Northern Kentucky University, Thomas More University, and Gateway College. Classes may be offered at the university, online, or in-person on NCC’s campus. Dual Credit offers many benefits including saving money on tuition and potential accelerated academic progress.

Terrace Metrics, a Social-Emotional Learning (SEL) tool, is utilized to identify students experiencing mental health issues such as hopelessness, ostracization, bullying, depression, resiliency, and grit. The online assessment provides data for administration and counselors to intervene with Tier II and Tier III support expanding social and emotional capacity.

NCC uses a conduct mark system to track infractions and assign detentions. Communication is made with parents/guardians by email, phone, or meeting. However, positive behavior is recognized and reinforced through verbal remarks, personalized postcards, weekly Pillar Awards, and social media posts.

NCC offers a plethora of unique educational avenues while being heavily involved in extracurricular activities with 20 KHSAA athletics programs, a tremendous drama program, and 20+ clubs.

This positive school culture and holistic approach supports student exploration of challenging courses and vast interests. While academics are important, development of faith, family, community, and character are equally significant. We believe the concentration on the student as a whole nurtures the mission and philosophy

continuing NCC's rich tradition.

- 2. Engaging Families and Community:** In approximately 400 words, describe the strategies the school has found most successful in working with family and community members for student success and school improvement. What, if any, community partnerships have been formed to address student and/or family needs? Community can include non-profits, institutes of higher education, and businesses and industry partners, etc.

NCC fully embodies a sense of community inviting school personnel, families, alumni, and community members to engage in support of a common goal: forming men and women of Christian service, leadership, and evangelization.

Community is a Pillar for NCC which would not exist without the generous gifts of time, talent, and treasure. Alumni and community stakeholders monetarily support significant scholarships and tuition assistance programs awarding students the opportunity to receive an education at NCC. In tribute, students give back to the community through service and establish a life-long promise of giving. Community support and alumni resources are two great strengths.

NCC is synonymous with the word Family. One point of pride is high parent involvement rates. The administration encourages a collaborative approach which has been embraced by faculty and parents. Creating this sense of community begins with inviting parents and students into the NCC community and developing a rapport. Annually, NCC hosts a vision night, a meet the teachers walkthrough of classes, and Open House as well as a making the transition event for new families. Staff members from Thomas More University, our diocesan university and Dual Credit partner, are often present and involved.

Regular, open communication occurs in the form of conferences, grade level or interest based meetings, updates through the school information system, emails, texts, calls, newsletters, and positivity postcards. Social media posts and the recently updated website aid in communication to the greater community.

In addition to parental support, NCC has a tremendous amount of alumni stewardship. The tradition of alumni from mergers ANDP, OLP, and NC creates a sense of pride and ownership in what is now NCC. Such support is a great asset which supports everyday operations and sparked the FAN Club (Friends Assisting NCC). Active steps are made to engage alumni through communications such as alumni events, social media posts, and a monthly newsletter. Printed mailers are sent out quarterly including an Annual Appeal which financially supports our mission.

Philanthropic growth made possible major, recent, and ongoing campus improvements by means of the \$15+ million Looking Up Capital Campaign. Due to the generous support of the community, NCC now enjoys a state of the art, Science and Learning Center, central air and updated HVAC, and is awaiting completion of an on-site athletic complex in Fall 2025. Relationships developed within this opportunity continue to build into future giving as multiple, additional major projects enter the planning stages.

- 3. Creating Professional Culture:** In approximately 400 words, describe how your school creates an environment where teachers feel valued and supported. This should include, but should not be limited to, the school's professional development approach and its impact on the capacity of teachers and other school staff. Include examples of how teachers and other school staff are supported.

NCC's faculty offers a mix of tenured and new teachers with unique backgrounds ranging from recent college graduates to those with doctoral degrees or entering teaching after successful professional careers. The staff is dominated by teachers invested in a growth mindset, helping to progress a strong academic reputation. NCC ensures support and growth regularly providing professional development training.

Professional Learning Communities (PLCs) allow for collaboration amongst teachers. These organized small groups meet weekly to discuss educational practices while students engage in activities supporting NCC's Pillars. This aids teachers' professional growth, updating curriculum alignment, sharing best practices, and reviewing student data.

New teachers are assigned a mentor outside of their department as an additional resource to their department chair and administration. Through this mentorship program, the mentor and mentee are to observe one another a minimum of once per month and provide feedback. The mentor-mentee relationship also provides a resource for new teachers to receive operational answers that may otherwise come from administration. This program aids in teacher retention rates.

In addition to informal classroom walkthroughs which gather data in a "snapshot" form, all teachers are formally observed biannually or more. These include a pre-observation form completed by the teacher previewing the lesson, the 45 minute observation, and a post-observation to discuss the teacher's growth plan, ongoing year, and observation. The administrative observer makes commendations and at least one recommendation is presented. Teachers are expected to seek professional development and resources to make progress and post-observation meetings are a check of such progress. Common areas of growth identified across the teaching staff result in professional development topics.

Since the formalization of CERT Tests (2017) in English, math and science, NCC teachers have had numerous training opportunities to maximize strategic use of this tool. AP, ACT, and AdvancEd (Cognia) workshops are regularly attended. Technology advancements, workshops on AI usage, Google Certification, as well as health and safety are consistently reviewed. Alignment of curriculum, engagement strategies, inclusion and differentiation workshops aid teachers in pacing their teaching, meeting students' academic needs through best practice. Safety standards are reviewed frequently through ALICE training, CPR, Stop the Bleed, and physical and mental wellness training. NCC utilizes Title II funds for much professional development.

NCC supports and values its staff, acknowledging birthdays and holidays with perks of frequent acknowledgements by the FAN Club, gifts of spirit wear, and award recognition through social media posts of Pillar Awards and third party application commendations.

- 4. School Leadership:** In approximately 400 words, describe the leadership philosophy and structure in the school, along with the roles of the principal, other school leaders, and stakeholders. Illustrate, through examples, how the school's leadership ensures that policies, programs, relationships, and resources focus on student achievement. **Please refer to school leaders by their roles, rather than by their names.**

NCC's leadership philosophy is based on teamwork, collaboration, and commitment in fulfilling its mission statement through modeling of its Pillars of Faith, Family, Academics, Community, and Character.

Through the continuous support of the Diocese of Covington, Bishop, and Superintendent, an internal leadership team has been established at the school level to support all stakeholders. NCC's chief administrator is the principal who works closely with the pastoral administrator, assistant principal, counselors, and Board of Catholic Education (BOCE) to ensure school related decisions align with the overall mission.

The principal focuses on overall school community progress and manages instruction, daily operations, and ensures a productive, flexible school culture pursuant to holistic development, while intentionally practicing visibility and approachability. The pastoral administrator is charged with overseeing the religious education program while serving as liaison between the school, local parishes, and the diocesan office.

Additional support comes from the vast leadership staff. The assistant principal serves as the primary point of

contact for admissions, retention, and recruitment while assisting the principal in general operations, academics, and scheduling. School counselors serve as mental health and wellness coaches, as well as ensuring college and career readiness. The school resource officer facilitates a safe physical environment. The Athletic Director manages athletic programs and coaches. The Chaplain and Campus Minister spearhead religious education measures. The Business Manager works with the principal to ensure fiscal responsibility, operating on an annual balanced budget. Collaboratively, a Student Support Team strives to ensure all students' needs are met and receive support at various levels.

Teachers exhibit leadership serving as Department Chairs, Leaders of their Professional Learning Committees, and mentor teachers. All teachers have the support of the Director of Educational Assessments and Teacher Support regarding data collection, implementation, curriculum development, and classroom management.

Through the Student Government Association (SGA), students learn valuable skills of decision making, planning, communication, service, and leadership. Additionally, student leadership is promoted and supported in a variety of programs including the Providential Scholar Program, student ambassadors, National Honors Society, service projects, clubs, and athletics.

Community, parent, and alumni stakeholders are invited into the leadership process through connection with the Advancement Director. Alumni demonstrate support through time, talent, and treasure in a variety of ways such as Board of Catholic Education (BOCE), FAN Club, capital campaigns, and fundraising or event committees.

All stakeholders are invited to work in unison to maximize positive outcomes regarding the student learning, achievement, personal growth, and strategic planning.

PART VI - STRATEGY FOR EXCELLENCE

National Blue Ribbon Schools are held up as educational models, and as such are often called upon to explain what makes them so successful. While excellent schools employ multiple strategies, please describe, in approximately 400 words, the **ONE** practice—that has been the **most instrumental** to the school's success.

Newport Central Catholic's one instrumental practice for progress is a Five Pillar approach. Prior to the creation of the Strategic Plan to 2030, administrators gathered feedback from stakeholders on perceptions of NCC. The theme that ran pervasively through this process was to establish and/or re-establish the identity of the school. With community feedback, administrators named and now intentionally support the five core values or "Pillars" of the school: Faith, Family, Academics, Community, and Character.

We Believe in Faith. At the foundation of everything NCC stands for, one can find faith in Jesus Christ. NCC's Pillars are all in the pursuit of eternal heaven.

We Believe in Family. At NCC, students develop a sense of family that extends beyond the traditional sense of the word. Students develop lifelong connections with classmates, faculty, and alumni.

We Believe in Academic Excellence. Faculty and staff are proud to address the whole student to ensure academic rigor for EACH student to perform to the best of their ability. Some students challenge themselves in AP courses, Dual Credit options, or Honors classes. Some students need the support of the Academic Enhancement Program to meet academic goals. Others may pursue trade/vocational options through the St. Joseph Institute. Additionally, students can find challenges in the variety of electives offered in the school curriculum.

We Believe in Character Development. Proactively, staff utilize programs such as Terrace Metrics to support Social-Emotional Learning and guest speakers on topics such as mental health. Reactively, administration works closely with parents through phone calls and meetings when behavioral progress is needed.

We Believe in Community Stewardship. NCC would not exist if it were not for generous giving. NCC alumni and community stakeholders monetarily support a significant number of scholarships and tuition assistance programs so all students have the opportunity to attend. Students give back and learn the importance of service through various service requirements.

The Five Pillars are embedded in school culture through daily operations, classroom procedures, weekly schedules, facility upgrades, school board committee structures, school policies, and prayer services. Pillar Time is the most intentional example of the Five Pillars in action. Pillar Time, which typically runs once per week, involves separating students by grade levels to participate in Pillar themed activities. One grade level may practice the Pillar of Faith by attending Mass in the chapel, while other grade levels engage in activities with guest speakers and college counseling sessions. NCC is committed to the unique identity of the Pillars that define and model Faith, Family, Academics, Community, and Character.

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 47%