

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Private School**

School Type (Public Schools):                                          
(Check all that apply, if any)    Charter            Title 1            Magnet            Choice

Name of Principal: Mr. Michael Friel

Official School Name: Mary of Nazareth Roman Catholic School

School Mailing Address:    Mary of Nazareth Roman Catholic School  
   14131 Seneca Road  
   Darnestown, MD 20874-3337

County: Montgomery            State School Code Number: NA  
Telephone: (301) 869-0940    E-mail: radams@maryofnazareth.org  
Fax: (301) 869-0942            Web URL: www.maryofnazareth.org

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Deacon Bert L'Homme PhD    Superintendent e-mail: lhommeb@adw.org

District Name: Archdiocese of Washington    District Phone: (301) 853-4518

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. John Feeney

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

---

11PV12

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

11PV12

All data are the most recent year available.

## DISTRICT

Questions 1 and 2 are for Public Schools only.

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	17	19	36		<b>6</b>	21	34	55
K	27	32	59		<b>7</b>	29	24	53
1	37	23	60		<b>8</b>	21	32	53
2	30	27	57		<b>9</b>	0	0	0
3	21	29	50		<b>10</b>	0	0	0
4	28	33	61		<b>11</b>	0	0	0
5	28	30	58		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								542

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
5 % Asian  
3 % Black or African American  
13 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
73 % White  
5 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 1%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2009	546
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 2

Number of languages represented, not including English: 1

Specify languages:

Latvian

9. Percent of students eligible for free/reduced-priced meals: 1%  
 Total number of students who qualify: 8

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%  
 Total number of students served: 34

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>15</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>4</u>
Special resource teachers/specialists	<u>2</u>	<u>8</u>
Paraprofessionals	<u>4</u>	<u>3</u>
Support staff	<u>5</u>	<u>18</u>
Total number	<u>34</u>	<u>33</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	97%	97%	94%
Daily teacher attendance	98%	99%	99%	99%	99%
Teacher turnover rate	7%	5%	8%	9%	8%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Student attendance of 94% during the winter season of 2005-2006 is attributed to flu and cold viruses.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

## PART III - SUMMARY

11PV12

In the 1990's the Archbishop of Washington, D.C., James Cardinal Hickey, recognized a growing need for an elementary school to serve seven parishes in the upper Montgomery County, Maryland region. The pastors of these seven parishes unanimously agreed to the formation of a regional school, the first Catholic elementary school in the Archdiocese in 30 years.

Mary of Nazareth Catholic School is an incorporated entity of the Archdiocese. The school is governed by a School Board of Directors who administrate on behalf of the Corporate Sole, the Archbishop of Washington. This School Board of Directors is comprised of seven pastors, parishioners, school parents, and experts in the field. The Principal is appointed by the School Board of Directors as the Chief Executive Officer of the school. The board is not advisory, it assists the school administration when establishing school policy, setting tuition, and participating in long-range strategic planning.

Mary of Nazareth School opened on August 29, 1994, in a converted barn with 87 students in grades K-3. Sixteen years later, the school has 36 children in preschool and 506 children in grades K- 8, with a concomitant increase in faculty and staff. The school has had three major phases of construction, achieved accreditation through the Middle States Association of Schools and Colleges Commission on Elementary Schools, and has opened a preschool. The school's mission remains constant:

*"Mary of Nazareth School prepares children for lives of service to God and neighbor through a rigorous academic program rooted in the faith and teachings of the Roman Catholic Church as professed in the Creed, celebrated in the sacraments, lived in Christian virtue and affirmed in prayer."*

Mary of Nazareth is a Christ-centered environment where each child is encouraged to follow the example of Jesus in all aspects of life. Students seek knowledge through the teaching of the Catholic Church and apply those teachings to daily life. Mary of Nazareth has developed monthly school themes focused on making virtuous choices. Through a school wide character development plan, students are publicly recognized for demonstrating Christian virtues.

The dedicated and expert faculty and staff closely follow the standards of instruction prescribed by the Archdiocese of Washington. The teachers clearly communicate learning objectives, frequently assess student progress, and extend learning once student mastery is evident. Flexible grouping in math and reading facilitate differentiated instruction to meet the academic needs of each child. Mary of Nazareth has also successfully reduced class size in kindergarten through grade 5 in reading and in grades 4 through 8 in math.

The parents of the school community are exemplary stewards in a collaborative effort to achieve the school mission. Through the efforts of parent volunteers, Mary of Nazareth received the 2008-2009 Distinguished Home and School Association Award from the National Catholic Educational Association. This achievement was a result of a sustained parent effort to "Go Green" and to develop an interactive and informative school website.

In addition to the significant volunteer commitment from the parent body, the entire school community has benefited from a culture of financial giving by the seven parishes and 343 families. In turn, the School Board of Directors has been able to take significant strides to keep tuition affordable and to distribute a considerable amount of financial assistance to families in need. The seven supporting parishes devote 5% of their overall offertory collection to fund this assistance, while the Mary of Nazareth Development Office raises over \$250,000 to offset operating expenses. These two sources of income allow school parents to pay \$988 less than the cost to educate each child attending the school.

Through the most recent Five Year Strategic Plan, Mary of Nazareth School has expanded school programs and further improved a state of the art educational facility. A resource department has been established with two reading specialists. A new preschool serving three and four year-olds opened in September 2008. Vertical and horizontal teacher planning time has been built into the daily schedule, additional math and reading teachers have been hired, as well as additional teacher assistants in second and third grade. Instructional hours have been increased for the foreign language teachers, and additional hours have been added to the school counselor's schedule. An outdoor classroom, greenhouse, nature trail, and large-scale play structure have been built. The school building is wireless, 60 new computers have been installed, and LCD projectors on carts are available for teachers to use during instruction.

Presently, Mary of Nazareth is overenrolled and maintains a wait list in several grades. The faculty and staff continue to seek professional development opportunities and enroll in graduate courses in order to grow and improve within each discipline. The school community is currently designing the next strategic plan and will focus on Catholic identity, governance, academic excellence, accessibility, and affordability.

## 1. Assessment Results:

Mary of Nazareth Catholic School administers the *TerraNova* assessment published by CTB/McGraw-Hill to 100% of the students in grades 2-8 as required by the Archdiocese of Washington. For the years 2006 through 2008, the Second Edition of the *TerraNova* was given. In compliance with a directive from the Catholic School Office of the Archdiocese of Washington, the Third Edition of the *TerraNova* was used in 2009 and 2010. In all five of the years reported in this application, testing was done in the spring of each year.

Grades 2, 3, 5, 6, and 8 take the *Complete Battery Plus*. This is a selective test which addresses the major subject areas of reading, language mechanics, vocabulary, word analysis, mathematics, mathematics computation, spelling, science, and social studies. The separate *Plus* section of the *Complete Battery* is a test of basic skills. Grades 4 and 7 take the *Multiple Assessment Plus*. The more comprehensive *Multiple Assessment Plus* includes selected responses/multiple choice answers, written sections/constructive responses, and graphs designed by the students. Basic skills are included in the *Plus* section of this assessment, which is administered as a separate test.

The scores presented for reading in this application gave Mary of Nazareth's faculty and administration information about the proficiency levels for the reading objectives of basic understanding, text analysis, evaluating and extending the meaning of the text, and specific reading and writing strategies as the students respond to the reading selections of the assessment. The scores presented for mathematics in this application gave the faculty and administration information on number relations, calculation, estimation, operation concepts, measurement, geometry, data, statistics, patterns and algebraic functions. *InView* is a test which provides information about a student's cognitive ability. This test provides predictions of the obtained scores on the *TerraNova*, helping to identify the needs of higher-level learners and those learners in need of extra support. There are multiple reports issued by CTB/McGraw-Hill which are reviewed by administrators, teachers, and parents. Scores are reported by class and teacher, grade level, and individual.

Students with accommodations on the *TerraNova* have had educational plans developed, updated and monitored by a Student Assistance Team (SAT) comprised of the school administration, teachers, the guidance counselor, parents, the Director of the Mary of Nazareth Resource Department, and when necessary, due to medical needs, the school nurse. This SAT process is initiated by teacher recommendation of students considered to have measureable learning difficulties in academic subjects. The SAT is responsible for monitoring the implementation of the recommendations of psychological/educational testing, and testing administered by Montgomery County Public Schools. Mary of Nazareth complies with the law by affording students accommodations on testing based on formal evaluation recommendations. The scores of accommodated students are included in the National Percentile (NP) of the mean Normal Curve Equivalent (NCE) presented for verification in this application and are not disaggregated from the scores reported by CTB/McGraw-Hill.

Mary of Nazareth's NP scores exceed the NP cut scores established for this application in both reading and mathematics for all grades tested. A comparison of the reading and mathematics grades over the last five years, year by year, grade by grade, demonstrates consistency. While there were minor differences observed in reading and mathematics scores, no significant trends are apparent. When the scores achieved on all tests administered are at such a high level, significant changes were not apparent. Mary of Nazareth students are a diverse group including very high achieving children, children with specific learning disabilities, and children requiring a variety of accommodations. As described above, the overall scores are outstanding.

## 2. Using Assessment Results:

Testing, the evaluation of results, and the use of those evaluations is a continuous process at Mary of Nazareth. Unlike many private schools, admission testing is not a factor in the acceptance of

students. Each kindergarten student takes a screening test to determine the student's strengths and weaknesses. This test includes pre-reading and mathematics assessments, such as letter recognition and identification, beginning sounds, rhyming, counting, following directions, and an analysis of fine motor skills. Results influence class placement and the kindergarten teachers adapt their instruction to the needs of their students. Incoming students in other grades are assessed by the McGraw-Hill mid-year reading and mathematics tests for the same purposes and the outcomes are used in the same way.

Teachers utilize a pretest at the beginning of each year to appraise students with regard to Archdiocesan Standards and power standards developed by our faculty, and to initiate planning and the allocation of instructional time. This helps to maximize proficiency and mastery of each standard. Throughout the year, tests and quizzes are used by teachers to monitor progress, determine when re-teaching is appropriate, and to determine if results indicate a need for enrichment and extension. Evaluation of *TerraNova* results plays a major role throughout the school year with regard to student placement, intervention, and teacher planning, especially when the scores are made available in the spring and at the beginning of the year. The reports issued by CTB/McGraw-Hill are replete with details that go far beyond the mere reading and mathematics scores. The wealth of information reported permits not only evaluation of the national rankings in each subject, but measures individual students against established proficiency standards for each core subject tested and mastery of specific objectives within core subjects.

Mary of Nazareth administrators and faculty are instructed in the many ways *TerraNova* data can be used to identify not just achievement levels but, areas of weakness or room for improvement, both collectively for the school and individually for each student. One example is the comparison of *InView* anticipated scores with the student's obtained achievement scores. Overachieving or underachieving students are identified and teachers can examine possible reasons for the difference in scores. Struggling students are identified and plans are made accordingly. Teachers are able to evaluate their own work for the past year and concentrate on how to change and improve for the next year.

Every teacher evaluates his or her standardized test results. Breakout sessions at faculty meetings ensure that assessment evaluation is occurring and that plans are made to utilize the lessons learned from the review of *TerraNova* scores. At the beginning of the school year, teachers review *TerraNova* scores of their students on the tests from the preceding spring in order to plan and pace instruction. It is the complete dedication of the faculty that enables Mary of Nazareth to provide students successful learning experiences based on study and research, pedagogy, and a strong positive relationship with the parents.

### **3. Communicating Assessment Results:**

*TerraNova* test results are reported to the School Board of Directors at one of the regularly scheduled monthly meetings. This meeting takes place early in the school year and is often attended by the Superintendent of Schools for the Archdiocese of Washington. During the meeting, those present are provided with the opportunity to have questions answered about the *TerraNova* results.

The Mary of Nazareth (MoN) philosophy recognizes that parents are the primary educators of their children. Consequently, the school exerts efforts to ensure maximum communication with parents. Parents readily accept their responsibility as primary educators, and a strong partnership exists between the school and the parent community.

The principal addresses the Home School Association (HSA) at each of its meetings and when appropriate testing is discussed. The HSA sponsors two "Back to School" nights each year, one for the lower grades and one for the middle school grades. The faculty attends both of these meetings and meets with parents in the classrooms to discuss curriculum, homework and assessment practices, and the *TerraNova* assessment. HSA members are an active volunteer force, and the administration and teachers have numerous informal opportunities to communicate student academic progress.

Teachers meet both formally and informally with parents, creating a strong bond uniting parents, teachers, and students working collectively to promote successful student engagement and learning. Each teacher sends a personal letter to the parents of their students at the beginning of the school year, initiating a dialogue which continues throughout the year as necessary. There is an annual open house where parents visit the classes in session, as well as a "Grandparents Day" with classroom visits by grandparents. Students' writing, art work, and projects are continually displayed throughout the hallways and cafeteria.

In addition to our website, which is updated daily regarding school activities, homework assignments, dates for subject area assessments, hot lunch menus and other information, packets of material are sent home each week containing student tests, quizzes, and information on classroom activities. Two days during the month of November are set aside for conferences with parents to discuss test results, strengths and weaknesses of the child, and methods of working together to increase learning. Conferences are scheduled by each teacher on an as needed basis to assure that parents are informed of their child's performance on assessments, class work quality, and homework performance.

Additionally, MoN communicates tests, quizzes, and classroom participation to the parents. *TerraNova* Home Reports are sent with explanations for each section of the test and an invitation to seek answers to questions they may have. The Home Report gives the national percentiles achieved by the student presented in an easy to interpret bar graph with explanations of the assessment scores in each area tested.

#### **4. Sharing Lessons Learned:**

Mary of Nazareth School is proud of its accomplishments, programs, faculty and students. News articles regarding programs, faculty, and student accomplishments are published in the *Washington Post*, and the Archdiocesan newspapers *Our Parish Times* and the *Catholic Standard*. Students are recognized for virtuous behavior, academics, service projects, sport activities, international days, recycling initiatives, attending and participating in religious functions, and career days. The Development Department of Mary of Nazareth publishes a brochure for recruiting students. While *TerraNova* results are not particularly reported in school publications, the activities and programs which result in those scores are emphasized, as is the Middle States Association of Schools and Colleges accreditation and membership, the Mary of Nazareth Chapter of the Junior National Honor Society, and the 114 students whose *TerraNova* scores qualified them for the Johns Hopkins University Center for Talented Youth. Catholic Schools Week is celebrated boldly with a banner at the entrance to the school, an Open House, and a Sunday Mass attended by MoN students dressed in their uniforms at each of the seven parishes.

The administration and faculty attend numerous meetings, professional development programs, and educational courses at which best practices are routinely significant subjects of discussion. The Archdiocese conducts training sessions for the *TerraNova* test coordinators before the spring testing. This is a wonderful opportunity for the sharing and exchange of lessons learned during testing, and best practices among the school personnel most directly responsible for the administration of the test. Internally, faculty meetings, team meetings, committee meetings, and grade level meetings routinely include discussions of successful methods and alternative solutions to areas in need of improvement. The results of the classroom formative and summative assessments and scores on the objectives of each core subject on *TerraNova* are factors teachers use for differentiating instruction. Student Assistance Team meetings and Individual Educational Plan meetings are particularly conducive to the sharing of techniques, experiences, and interventions that have been successful. Typically, a question will be answered with a comment such as, "Have you tried...It worked for me and it is based on research."

The Principal of Mary of Nazareth takes an active role in the Archdiocese of Washington's Elementary School Principal's Association, organizing and participating in professional development planning for teachers, and the sharing of best practices that have led to Mary of Nazareth's success. The guidance counselor shares the success of the Character Education Program at the required school counselors' meetings. Many of the teachers are enrolled in continuing education classes at colleges and universities for advanced degrees, or have taught classes at nearby universities, and have shared successful strategies and methods used at Mary of Nazareth to engage students and stimulate the students' desire to learn and to achieve success.

## 1. Curriculum:

The curriculum of Mary of Nazareth School is based on the curriculum, standards, and guidance of the Archdiocese of Washington. The language arts/reading, mathematics, and religion curricula are discussed at length below in sections 2a, 3, and 4.

### **Preschool and Kindergarten**

The preschool program incorporates a highly engaging hands-on Christian learning environment in conjunction with the development of a respectful, loving community environment. Classroom activities, prayers and standards are integrated to prepare students for the increased rigor of kindergarten and are supported by a daily variety of learning opportunities. The kindergarten program focuses on building class and school communities with an emphasis on how God-given gifts can be used to serve these communities. A hands-on, rigorous, and differentiated classroom environment fosters student growth and independence.

### **Language Arts**

The language arts curriculum is an integrated reading, writing, grammar, mechanics, spelling, vocabulary, study skills, listening skills, and penmanship program. The writing process is taught and integrated in the other core subject areas in kindergarten through eighth grade.

### **Foreign Language**

The Spanish language program begins with initial exposure in pre-kindergarten and gradually expands to three 45 minute classes per week in grades six through eight. The program meets all of the eligibility requirements of the Blue Ribbon Schools program. The curriculum provides a comprehensive introduction to Spanish language, grammar, geography and culture. Students speak, hear, read, and write in Spanish. A variety of instructional methods are used by the native-speaking teachers to facilitate student understanding and appreciation of the material in an interactive and engaging manner.

### **Religion**

Students are prepared for lives of service to God and neighbor through community service, study of Church doctrines, attendance at Mass, prayer each day, and the Gospel messages under the rigorous curriculum of the Archdiocese of Washington.

### **Social Studies**

The social studies curriculum includes a range of topics including history, geography, economics, government, and environment. The areas covered include: the State of Maryland, the United States, Europe, Africa, the Southwest Pacific and the Americas. The interactions of these topics in each geographic area are taught recognizing the diversity of cultures, governments, resources and climate. Students are able to identify the foundations of government, the functions of government, and the role of citizens. Students also develop an understanding of trade, interdependence and world markets.

### **Mathematics**

The mathematics curriculum progresses through all of the basic areas of calculation and problem solving to provide a strong foundation and understanding of concepts and operations. Mathematical concepts are also used in science, technology, social studies, and geography.

### **Science**

The science curriculum includes the nature of science and technology, scientific thinking (including the scientific method), physical setting, living environment, mathematical world, and patterns in science. Students observe, explore, measure, and investigate their environment through hands on instruction and

experiments. Life, physical and earth sciences are emphasized. Mathematics problem solving is integrated into the science program at all grade levels as appropriate to the students' age.

### **Technology**

Initially, students learn the basics of computer functioning and uses. Early topics include settings, the use of the mouse and keyboarding. As students progress, the use of the Internet for research is introduced, as well as the most common application programs, such as the various programs of Microsoft Office and Photoshop. Over time, the basic HTML and website language are studied and each student designs his/her own website. Practical applications are incorporated through a weekly writing laboratory, speed typing, mastering graphic design, and designing and creating the Mary of Nazareth School yearbook.

### **Art**

Art instruction concentrates on the development of skills, emphasizing problem solving and self-reflection. Students develop an appreciation for the arts along with an understanding of art history. Methods of instruction include demonstration, guided discussion, lecture, visual presentation, student prepared work and critique.

### **Physical Education**

The physical education program teaches movement skills and wellness behaviors emphasizing physical activity and good nutrition as cornerstones for living and maintaining a healthy lifestyle. The curriculum is designed to promote physical development through skill related and health related fitness. Students demonstrate skills related to specific sports such as kicking, throwing, catching, dribbling and shooting in traditional sports such as soccer, basketball, volleyball, lacrosse, and softball. Activities are designed to develop cooperation and sportsmanship.

### **Music**

Students in grades pre-K through eighth learn the elements of music through performance including singing, playing rhythm instruments, guitar, recorder, and composing and improvising. Cross-curricular teaching is implemented such as relating music to its country of origin and identifying music as an element of human culture and behavior. Literacy is developed through activities utilizing Kodaly and Gordon techniques which meet the national standards for music education. Students are prepared in class for the music at Masses and perform in concerts twice a year.

## **2. Reading/English:**

The Mary of Nazareth reading curriculum incorporates the academic standards of the Archdiocese of Washington through the use of a variety of methods and materials. Continuity and spiraling instruction are provided in grades K-5 through the McGraw-Hill *Treasures* reading series. This series develops solid reading skills through a variety of genres including nonfiction selections.

In grades K-5 class size is reduced during scheduled reading. In grades K-3 there are approximately 20 students in each reading class, with an instructional assistant supporting each teacher. In grades 4 and 5 there are 15 students in each reading class. Leveled readers and materials are used to differentiate instruction within the heterogeneous classrooms. Novels, selected by the teachers from approved lists, provide cross-curricular and thematic instructional opportunities. Teachers employ a variety of teaching methods including whole group instruction, flexible small groups, read-aloud selections, and independent reading. Word Walls are apparent in every classroom. Writing in response to reading selections is an inherent part of the program. Students are taught to think critically about what they have read and to construct appropriate written responses.

In grades 6-8, Language Arts is taught as an integrated program that includes literature analysis, narrative and expository writing, grammar and spelling rules and their application, vocabulary building (including word origins, synonyms and antonyms, denotation and connotation, multiple meanings, and strategies to increase vocabulary). Journal writing each day encourages the students to reflect on open-ended questions created by the teachers. Novels, monthly book reports, note-taking skills, outlining, Freytag's

Pyramid, and Christian values are intrinsic to the program. For example, one book report each year is on one of the books of the Bible. The novels used in this program include: *To Kill a Mockingbird*, *The Outsiders*, *Animal Farm*, *Esperanza Rising*, *Star Wars*, *The Chronicles of Narnia*, *Number the Stars*, and *The Children's Homer*.

Students learn to evaluate characters, form opinions, and support their ideas from the text. They learn to identify literary elements and incorporate them into their own writing. Students respond to assigned novels, poetry, and essays in writing, are instructed in the writing of research papers, and continually use the writing process. Student group work hones communication skills and patience, while each student contributes knowledge, ideas, and opinions. Students are thoughtfully and efficiently placed in groups so that each student will benefit from the work involved. These extensive programs effectively encourage students to become life-long readers, skillful writers, and solid communicators.

### **3. Mathematics:**

Mary of Nazareth's mathematics program creates life-long learners and users of mathematics through a rigorous program and attention to the individualized needs of each student. The teachers work to increase each child's potential by ensuring a solid foundation in concrete operations, developing conceptual understanding, and encouraging the confidence needed to be successful in mathematics.

The mathematics program at Mary of Nazareth is based on the standards and indicators of the Archdiocese of Washington, as well as national standards. The spiraling curriculum focuses on number sense, computation, problem solving, data analysis, measurement, geometry, and algebra, with each grade building upon the previous grade's skills and concepts.

In grades K through 8, a variety of strategies and techniques are utilized to meet the individual needs and learning styles of each mathematics student. All teachers communicate objectives clearly at the beginning of each lesson, so students understand and are aware of their learning goals. Technology in the form of calculators, over-head projectors, computers, and LCD projectors; guided practice, cooperative learning, long-term projects, manipulatives, and hands-on learning are all essential elements of appropriate instruction at different levels. Pre-assessments are used to diagnose student readiness and to assess prior skills. Formal and informal assessments are utilized at each level to determine the progress and performance of each student. Formative assessments guide instruction, while summative assessments determine the level of mastery of math standards.

The Saxon Math Program was recently adopted in grades K-3 in an effort to build a strong foundation in mathematics. With the addition of a third math teacher, class size for math has been reduced in the third grade Saxon program. Mathematics students who use the Macmillan McGraw-Hill series in 4-8 are given the opportunity to regroup into smaller class sizes where instruction is tailored to solidify conceptual understanding and provide extension/reinforcement opportunities. On-level instruction, with a student teacher ratio as little as 6:1, ensures students receive individualized attention to reach their academic potential and develop the confidence necessary for success in higher learning. The accelerated instructional program affords students the opportunity to experience math instruction at an accelerated pace. To help preserve and maintain learned skills, monthly computation assessments are given to all students in the middle school.

The strengths of Mary of Nazareth's mathematics program are seen in the accomplishments of its students. Approximately 50% of the students in grades 4-8 are in an accelerated math program and successfully complete Algebra by grade 8. Many graduates of Mary of Nazareth are placed in advanced programs when they enter high school.

### **4. Additional Curriculum Area:**

Mary of Nazareth is a faith-based environment for learning. The religion curriculum progresses from pre-K through grade 8. All religion teachers must be certified to teach religion through a series of faith

formation courses administered by the Archdiocese's Office of Religious Education. Students excel on religion standards assessed through the National Catholic Education Association's Assessment of Catechesis/Religious Education (ACRE) in grades 5 and 8. The Mary of Nazareth fifth grade students scored 82% as advanced/proficient on the ACRE above the national 71%. The eighth grade students scored 94% as advanced/proficient well above the national score of 71%.

A strong visual sense of Catholic identity is present throughout the school. The first bulletin board seen by students entering their classrooms is devoted to the religion curriculum. There is a statue of the Virgin Mary and a crucifix in every classroom and in the office; Stations of the Cross are present in the small chapel in the building as well as in the hallway. A Nativity scene greets everyone entering the building during the Christmas season, and the large outdoor statue of Mary is the scene of an annual May crowning.

The visible Catholic presence in the school is reinforced by routine activities. Each day begins and ends with prayer. There is a prayer to start each class, as well as Grace before and after each lunch period. The school community unites monthly to participate in the celebration of Mass by one of the pastors of the seven supporting parishes. Each grade has the opportunity to host a Mass including conducting the readings, writing the petitions, serving as ushers, gift bearers, and altar servers. Music for the Mass is led by the music teacher and the children learn hymns and responses in class. Throughout the school year, individual classes in grades 2-8 participate in a private Mass in the school's quiet chapel. The small size of the chapel affords the students an intimate, personal faith experience.

Sacraments play a large role in the life of the students and the community. Students are prepared for the sacraments of Reconciliation/Penance, Eucharist and Confirmation at Mary of Nazareth, but receive these sacraments for the first time at their home parishes. A special Mass and celebration is held at school for the second grade students who have received Holy Communion for the first time.

Mary of Nazareth students learn to live their faith. Service projects are performed in each class as well as collectively school wide. Students have raised funds to help the homeless, collected coats for the poor, collected change to support a local pregnancy center, purchased a llama and a buffalo for an African community, and held a carwash to support hurricane victims. Eighth grade students have the opportunity to live their faith by attending the annual Rally and March for Life sponsored by the Archdiocese of Washington. The religion curriculum is not only taught and learned but also lived.

## **5. Instructional Methods:**

Mary of Nazareth motivates and engages students through differentiated instruction. Differentiation is provided across all subject areas and is executed through whole, flexible, and ability groupings. Teachers align the Archdiocese of Washington Standards while planning their lessons in order to reach students of diverse abilities and learning styles. Lesson plans are reviewed biweekly by the administration to ensure that standards are followed and instructional methods are based on current research. Some of the strategies teachers employ include: guided and independent practice, whole group instruction, modeling, cooperative learning, inquiry based instruction, partner activities, hands on investigations, drill and practice, and direct instruction. Student performance is enhanced by the use of textbooks, leveled instructional materials, scaffolding, manipulatives, white boards, and organizational charts and tools. These methods and materials afford students multiple opportunities to develop and fine tune skills necessary for learning.

Interventions for the students at Mary of Nazareth are developed and designed to assure that students will succeed. Students are provided small group intervention to improve their reading, math, and study skills when needed. Teachers work cooperatively to find strategies, independent projects, and enrichment activities that challenge all levels of learning.

In grades 6 through 8, teachers use lectures, PowerPoint presentations, collaborative learning and book discussions as starting points for scaffold activities. Peer and small group instruction is utilized to ensure that all students are engaged in learning and can demonstrate their knowledge of the concepts.

Technology offers many opportunities to differentiate instruction. Teachers utilize the LCD projectors, Discovery Education streaming, document camera and digital cameras, Kurzweil text to speech software, and overhead projectors for remedial and enrichment activities. Mary of Nazareth has created opportunities for students to develop technological skills in the computer lab. Students are actively involved in using software to learn, practice, and apply skills across the curriculum. Writing Labs in the technology classroom are provided for grades 4 and above. Drama, music and art are incorporated into instruction, tapping the multiple intelligences of the student, and questioning techniques modeled from Bloom's taxonomy address the needs of the struggling learner as well as those who need to be enriched.

## **6. Professional Development:**

Mary of Nazareth teachers take advantage of numerous opportunities to continue their development as professional educators. Those opportunities occur in three categories: in the school itself, those sponsored by others, and those selected by teachers according to his or her needs, desires, or professional interests.

Several professional days are scheduled at Mary of Nazareth each year either for a full day or half day. Faculty meetings include professional development topics led by the principal such as presentations and discussions of student engagement, curriculum mapping, power standards, motivating students, and bullying. When teachers of the same subject get together at weekly meetings, teaching techniques, classroom management, and similar items of common interest are discussed.

Many professional development programs take place outside the school. Programs are sponsored by the Archdiocese of Washington, and in addition to a nationally recognized keynote speaker in a highlighted area, feature any number of break-out sessions on educational topics. Writing across the curriculum, developing power standards, and curriculum mapping have been featured and followed up at faculty meetings. A summer training opportunity, sponsored by the Archdiocese of Washington, on the Saxon Mathematics program was well attended by Mary of Nazareth mathematics teachers of grades K through 3. Each year, several teachers, with funds made available through Title II, are able to attend conferences sponsored by other professional and commercial entities. The faculty room has a bulletin board devoted almost exclusively to informing teachers of available programs for professional development. Reading intervention workshops and programs on techniques for teaching the autistic child were attended by members of the Mary of Nazareth faculty. A program sponsored by the Discovery Company and attended by the administration and appropriate faculty members encouraged and increased integration of technology into the classrooms.

Montgomery County Public Schools conducts several continuing professional development courses on educational topics which are available on a space available basis to private school faculties. The proximity of the sessions and the apt subject matter has drawn many Mary of Nazareth teachers to attend. The numerous colleges and universities in the metropolitan area and surrounding suburbs make continuing education and development readily available to the Mary of Nazareth faculty. The decision of the Board of Directors to budget for the partial reimbursement of teachers for tuition costs of college or graduate level courses has led many teachers to attend courses for advanced degrees and courses needed for professional certification or certificate renewal. Mary of Nazareth administrators and teachers have been selected by the Middle States Association of Schools and Colleges to evaluate schools in Maryland and nearby states for accreditation or reaccreditation. The participants receive credit hours for their work and also receive a wealth of knowledge observing and studying a school other than their own for three days.

## **7. School Leadership:**

Mary of Nazareth School is a corporation within the Archdiocese of Washington, D.C. The principal/chief executive officer (CEO) is responsible for the day-to-day operations of the school. These responsibilities include but are not limited to managing, planning, organizing, directing, supervising, coordinating, and evaluating the overall school program. Guidance for the daily operations is provided by the Catholic Schools Office of the Archdiocese of Washington.

In addition, the principal/CEO is accountable to the corporate members of the corporation as well as the Mary of Nazareth School Board of Directors for ensuring the financial management of the school is in accordance with the policies outlined in the corporation's by-laws. The by-laws clearly identify the corporation's purpose, membership, and powers. The Mary of Nazareth School Board of Directors evaluates the principal/CEO yearly and reports to the Corporate Board each October. The Corporate Board membership is made up of the Archbishop of the Archdiocese of Washington, the Moderator of the Curia of the Archdiocese of Washington, the Chancellor of the Archdiocese of Washington, and their successors in office.

The principal of Mary of Nazareth School works closely with the assistant principal to make certain the curriculum standards of the Archdiocese are followed and that mastery of each indicator is an essential outcome in each classroom. Teachers are responsible for communicating objectives in student friendly language for each lesson, engaging students by varying methodology, and assessing student progress frequently. The administration monitors progress in these areas through formal and informal classroom observations, collection of lesson plans and grade books, and reviewing summative assessment results closely.

The day-to-day leadership structure is collaborative and provides time for teachers to meet and plan vertically and horizontally on a consistent basis during school hours. Mary of Nazareth School has four separate instructional units, four unit coordinators, curriculum committees, and several working committees. This open, cooperative, and analytical approach facilitates reasonable goal setting, transparency, and a collective effort to continuously improve.

# PART VI - PRIVATE SCHOOL ADDENDUM

11PV12

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$5675</u>	<u>\$5675</u>	<u>\$5675</u>	<u>\$5675</u>	<u>\$5675</u>	<u>\$5675</u>
K	1st	2nd	3rd	4th	5th
<u>\$5675</u>	<u>\$5675</u>	<u>\$5675</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$6672

5. What is the average financial aid per student? \$300

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 20%

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: TerraNova

Edition/Publication Year: Third Edition/2008\*

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	79	64	69	72
Number of students tested	60	61	57	59	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> *The Second Edition/2001 of TerraNova was used in 2006-2008. The Third Edition/2008 of TerraNova was used in 2009-2010.					

11PV12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: TerraNova

Edition/Publication Year: Third Edition/2008\*

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	84	67	76	74
Number of students tested	60	61	57	59	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> *The Second Edition/2001 of TerraNova was used in 2006-2008. The Third Edition/2008 of TerraNova was used in 2009-2010.					

11PV12

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: Third Edition/2008\*

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	87	74	80	78
Number of students tested	60	60	56	59	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> * The Second Edition/2001 of TerraNova was used in 2006-2008. The Third Edition/2008 of TerraNova was used in 2009-2010.					

11PV12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

Edition/Publication Year: Third Edition/2008\*

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	84	80	78	78
Number of students tested	60	60	56	59	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> *The Second Edition/2001 of TerraNova was used in 2006-2008. The Third Edition/2008 of TerraNova was used in 2009-2010.					

11PV12

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: Third Edition/2008\*

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	80	72	81	77
Number of students tested	58	54	55	58	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> * The Second Edition/2001 of TerraNova was used in 2006-2008. The Third Edition/2008 of TerraNova was used in 2009-2010.					

11PV12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

Edition/Publication Year: Third Edition/2008\*

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	83	76	83	82
Number of students tested	58	54	55	58	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> *The Second Edition/2001 of TerraNova was used in 2006-2008. The Third Edition/2008 of TerraNova was used in 2009-2010.					

11PV12

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: Third Edition/2008\*

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	79	72	77	72	71
Number of students tested	56	57	59	58	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> * The Second Edition/2001 of TerraNova was used in 2006-2008. The Third Edition/2008 of TerraNova was used in 2009-2010.					

11PV12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: Third Edition/2008\*

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	75	79	81	78
Number of students tested	56	57	59	58	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> * The Second Edition/2001 of TerraNova was used in 2006-2008. The Third Edition/2008 of TerraNova was used in 2009-2010.					

11PV12

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: Third Edition/2008\*

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	78	75	80	86
Number of students tested	54	58	55	52	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> * The Second Edition/2001 of TerraNova was used in 2006-2008. The Third Edition/2008 of TerraNova was used in 2009-2010.					

11PV12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: Third Edition/2008\*

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	80	76	76	84
Number of students tested	54	58	55	52	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	10	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> * The Second Edition/2001 of TerraNova was used in 2006-2008. The Third Edition/2008 of TerraNova was used in 2009-2010.					

11PV12

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: Third Edition/2008\*

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	88	88	86	90	84
Number of students tested	55	53	49	48	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> * The Second Edition/2001 of TerraNova was used in 2006-2008. The Third Edition/2008 of TerraNova was used in 2009-2010.					

11PV12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

Edition/Publication Year: Third Edition/2008\*

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	82	81	83	77
Number of students tested	55	53	47	48	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> *The Second Edition/2001 of TerraNova was used in 2006-2008. The Third Edition/2008 of TerraNova was used in 2009-2010.					

11PV12

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TerraNova

Edition/Publication Year: Third Edition/2008\*

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	87	88	83	89
Number of students tested	52	48	47	53	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> * The Second Edition /2001 of TerraNova was used in 2006-2008. The Third Edition of TerraNova was used in 2009-2010.					

11PV12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TerraNova

Edition/Publication Year: Third Edition/2008\*

Publisher: CTB/McGraw-Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	83	84	81	85
Number of students tested	52	48	47	53	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> *The Second Edition/2001 of TerraNova was used in 2006-2008. The Third Edition/2008 of TerraNova was used in 2009-2010.					

11PV12