

PART I - ELIGIBILITY CERTIFICATION

11PV24

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

11PV24

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: 13
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	7	14	21			6	14	11	25
K	16	12	28			7	17	7	24
1	10	7	17			8	12	8	20
2	15	8	23			9	0	0	0
3	11	9	20			10	0	0	0
4	12	10	22			11	0	0	0
5	13	7	20			12	0	0	0
Total in Applying School:									220

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
7 % Asian
10 % Black or African American
16 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
65 % White
1 % 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: 0%
 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.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1, 2009	220
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent limited English proficient students in the school: 5%
 Total number of limited English proficient students in the school: 10
 Number of languages represented, not including English: 3
 Specify languages:

Spanish, Portugese, Amharic

9. Percent of students eligible for free/reduced-priced meals: 2%
 Total number of students who qualify: 4

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: 20%
 Total number of students served: 45

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>32</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>26</u>	<u>1</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: 11:1

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	97%	97%	97%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	10%	1%	8%	10%	8%
High school graduation rate	0%	0%	0%	0%	0%

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

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	_____ %
Total	_____ 0%

St. Bartholomew School was founded in 1962. Legend has it when Cardinal O'Boyle dedicated the church, he saw so many children that he proclaimed that there would be a school at the parish. The school has been a loved and vital part of the parish ever since. The school was re-accredited by the Middle States Association of College and States most recently in 2007. In this re-accreditation, St. Bartholomew School implemented a school wide project encouraging student engagement by incorporating peer learning instructional strategies. This project has been thoroughly integrated in the St. Bartholomew community. As the school approaches its 50th Jubilee in 2012, it is clear that growth and progress can be attributed to the dedicated faculty, determined administration and supportive pastor and parish community, all of whom come together to build a community of faith, service and knowledge. The faculty's witness to Gospel values is integrated into a program which strives for academic excellence and is designed to allow each child to realize his/her fullest potential.

St. Bartholomew, a coeducational parish school, is comprised of Pre-Kindergarten through 8th grade. 26 faculty members serve the 220 students from 150 families representing a wide range of cultures and ethnic diversity reflecting the Washington, D.C. metropolitan area. Many of our students are bilingual, speaking both English and Spanish. The school also serves a wide range of abilities, as 20% of our students have been diagnosed with learning differences and typically 90% of the students go on to the most competitive high schools in the area. St. Bartholomew School prides itself on its many academic accomplishments including winning academic honors in several local challenges and essay contests. At least 50% of the students in each graduating class are awarded academic scholarships to Catholic high schools.

The curriculum is based on the Archdiocese of Washington standards and is designed to meet the students' specific needs. Core subjects include religion, math, English, reading, science, and social studies. Special subjects include music, art, band, physical education, Spanish, computers and library. The counselor meets with classes once a week to work on social skills. Pre-K through 4th grade learn in self-contained classrooms while 5th through 8th grade rotate from class to class to be instructed by teachers who specialize in certain subject areas. The philosophy is that students learn best when they are in small groups, therefore, students in all grades from Pre-K through 8th grade are placed in smaller groups for math and reading.

The St. Bartholomew campus has undergone great improvements over the past 15 years including the building of an assisted living home, Bartholomew House (1998), and a stage and a gym, the Reddy Center (2005). Fields and fences were recently replaced. All classrooms have been renovated including new computers and smart boards. All computers in the computer lab have been upgraded, and a new server was installed in 2010. In addition to physical changes, every program is evaluated each year to see if something needs to be updated.

Service is part of daily life. 6th-8th grade patrols escort younger children to and from their cars. 5th-8th grade students help younger children biweekly in classrooms. 8th graders work with math students every Tuesday and Wednesday after school. Every month students focus on a particular group that needs assistance by raising money or collecting items.

More than ninety percent of parents volunteer in a variety of roles. It may be serving hot lunch, coaching, assisting with school wide activities or helping with the Spring Gala. Parents help guide the progress of the school. Over the past fifteen years, five St. Bartholomew School volunteers have been named "Volunteer of the Year" by the Catholic Business Network Association.

St. Bartholomew School offers a wide variety of extracurricular activities which enhance children's educational experiences. Activities include Band, Mad Science, Girls on the Run, Girls on Track, Drama,

Chess Club, Flag Football, Yoga, Golf, and Dance. The Catholic Youth Organization (CYO) provides additional opportunities for soccer, basketball and softball. The school children are active in the parish altar server program, children's choir, and many 8th graders study to become lectors at Sunday masses.

Many traditions are part of the culture of St. Bartholomew School. The 2nd graders lead a May Crowning ceremony. The 4th graders lead the Living Stations of the Cross in Lent. The 6th graders participate in an outdoor education program. 8th graders pass the torch of leadership to 7th graders at a candle lighting ceremony. The entire school presents a Christmas Pageant to St. Bartholomew families and alumni.

St. Bartholomew School is a place for children to learn, to laugh, to pray, to grow, to make mistakes and to accomplish wonderful things. After nine years at St. Bartholomew, students are both academically and spiritually ready to face their high school years.

1. Assessment Results:

St. Bartholomew School administers the *Terra Nova* Third Edition standardized test to grades 2 through 8 each spring as mandated by the Archdiocese of Washington. Test results have consistently been above average, which indicates the curriculum meets or exceeds current academic standards, and confirms the effectiveness of intervention strategies.

The *Terra Nova*, developed by the CTB-McGraw Hill Company, is a norm-referenced test that provides assessment data showing achievement by individuals. It also compares achievement on a national percentile basis. The *Terra Nova* Second Edition was administered from 2005 to 2008. The *Terra Nova* Third Edition replaced the Second Edition in 2009 and is currently in use. The *Terra Nova* is administered in three parts, the *Complete Battery*, the *InView*, and the *Plus*. Each section focuses on a specific area for assessment. The *Complete Battery* tests Reading/Language Arts, Mathematics, Science, and Social Studies. The language arts portion assesses students' proficiency in reading comprehension, grammar, spelling, and vocabulary. The math section measures a substantial number of skills, including number and number relations, computation and numerical estimation, operation concepts, measurement, geometry and spatial sense, data analysis, statistics and probability, patterns, functions, algebra, problem solving and reasoning. The social studies and science tests evaluate student skills and content knowledge. The test in grades 4 and 7 include a brief constructed response component that evaluates content and writing skills. The *InView* is a cognitive ability test that assesses a student's aptitude in verbal, non-verbal, and quantitative reasoning skills. The *Plus* assesses skills in word analysis, vocabulary, language mechanics, spelling, and math computation. Each test consists of selected response questions.

The *Terra Nova* provides St. Bartholomew School with valuable information that helps the faculty evaluate student performance, curriculum, and instructional strategies. All scores reported in this application are the NP of the Mean NCE. The assessment results for Reading indicate the mean score by grade during the reporting period either stayed the same or improved with each successive grade level. The mean scores in Reading range from the 73rd percentile for grade 2 to the 85th percentile in grade 8. A steady increase in scores from grade to grade occurred despite new students, including special needs students, being integrated into the system at every level. The grade level increase each year indicates the curriculum and instructional strategies are keeping pace with or exceeding current academic standards. The mean score for each grade level in Mathematics show areas of fluctuation during the reporting period. The mean scores for Mathematics range from the 71st percentile in grade 5 to the 82nd percentile in grade 7. All of the other grades fall within that range. Assessment results for specific classes in math indicated adjustments in curriculum and instructional strategies were at times in order. Those adjustments made a difference. 4th grade math scores for 2007-2008 were in the 67th percentile. The same students scored in the 62nd percentile on the 5th grade test. Analysis showed computational skills needed improvement. More drill and practice was initiated and that class scored in the 69th percentile the following year. Attention was also given to better preparing students for the 5th grade test. The *Terra Nova* 3rd Edition was first administered during the 2008-2009 school year. Test results that year indicated a need to adjust the pacing of the 5th grade math curriculum in order to assure all of the necessary concepts and skills were taught by testing time. That adjustment resulted in the 5th grade scores improving from the 62nd percentile in 2008-2009 to the 79th percentile the following year.

St. Bartholomew School is proud of both its assessment results and its response to them. Only three class scores of the forty-eight reported in reading and math for grades 3 through 8 from 2005-2009 scored below the Blue Ribbon cut-off requirement. None of the three scores missed the cut-off by more than three points. All students' scores are reflected in that time frame, including special needs students. Such success is further evidence that St. Bartholomew School effectively meets the academic needs of its students. St. Bartholomew School is committed to assuring academic success by evaluating and

upgrading curriculum when appropriate, as well as developing and implementing effective instructional strategies.

2. Using Assessment Results:

At St. Bartholomew School, a variety of assessment tools is provided to gain an understanding of student progress. The information gathered from these assessments is utilized to determine whether concepts have been mastered, whether the teacher needs to reteach a particular subject, whether an individual student needs additional assistance, or whether there are specific areas that need attention in a school wide manner.

Starting in the Pre-K and Kindergarten classes, teachers use informal assessment to make sure the youngest students are progressing. In 1st Grade more formal weekly testing is introduced, as the children have weekly spelling and reading tests as well as math assessment. Terra Nova testing begins in the 2nd Grade and extends through the 8th grade. Older students complete projects, participate in peer learning activities, and give presentations in addition to traditional written assignments, quizzes and tests.

At St. Bartholomew School, assessment data is utilized in a variety of ways. First and foremost, it is used to determine whether children are learning what is being taught. If not, it is ascertained whether it is an individualized, classroom or school-wide issue. If a particular student is having difficulty, teaching strategies are adjusted to that particular child's needs, additional one-on-one assistance is offered, a referral to the Resource program is given, and/or attempts to get him or her outside help are made. If a class is having difficulty mastering a subject, a teacher may reteach the subject and/or adjust his or her teaching strategies. For larger areas of concern, a school-wide approach may be instituted to address the issue.

Each year the faculty carefully reviews Terra Nova results looking for areas of strength and areas of weakness. For example, two years ago the faculty determined that the computation scores were not as high as would have expected. In order to address this, a school-wide plan was instituted whereby all of the math classes from 1st thru 8th began with a 5 minute computation drill period. Teachers regularly offer extra study sessions when they notice the class having difficulty mastering a particular subject matter.

For students who have IEP assessments or special learning needs, there is a Resource program that targets their specific learning needs in a small group setting. Assessment also allows math and reading groupings to help children move at a pace that is appropriate for them.

3. Communicating Assessment Results:

Students need to be given regular feedback in regards to how they are doing in their classes. St. Bartholomew School has many ways in which this is accomplished. All students are given back tests, projects and homework with grades. They are given verbal feedback as well. In addition, many of the teachers send home regular progress summaries, showing whether homework has been turned in, test scores and whether the student is meeting or exceeding expectations. Parents are required to sign these and return them to school.

With numerous families' increasing reliance on the internet, many of the teachers are utilizing the latest technologies to communicate assessment results and each student's progress confidentially with both the student and his or her parents or guardians. Examples of these software programs are Engrade and Snapgrades. These programs are able to instantly share valuable information such as whether assignments have been turned in, what grade they received, testing grades and a child's overall grade in a class. Students and their families do not need to guess at where they stand, and can more easily understand areas of concern.

All students in 4th thru 8th grades receive progress reports midway through the quarter, notifying them of their performance in each of their classes. At the end of each quarter, report cards are sent home with grades and commentary. Students who obtain exceptionally high marks are recognized in front of the community in Honor's masses following each quarter.

In the fall, teacher meet with all parents during parent/teacher conferences to update parents on their child's progress and discuss any concerns. In addition, teachers often schedule meetings with families when there are concerns that a student may be struggling. When the Terra Nova testing scores are received in the late spring, the results are sent home, accompanied by a detailed letter explaining what the results mean. Any parents who might have questions about the results are offered appointments to discuss their concerns. Students who receive scores above the 95th percentile are invited in the fall to take part in the John's Hopkins Talent Search.

4. Sharing Lessons Learned:

The Archdiocese of Washington puts a great emphasis on its schools sharing their successes with one another. There are numerous professional days throughout the year which all of the schools are able to attend. During these educational gatherings, many opportunities are provided for the faculties to mingle together and share strategies that have worked, and St. Bartholomew School faculty and staff are active participants in these discussions. The principal attends regular meetings with other principals around the region where she is able to share the many successes of St. Bartholomew School. The Counselor, Resource Teacher, Computer Teacher and Librarian are all part of networks that enable them to share St. Bartholomew School's achievements with other professionals in the area. At the annual St. Bartholomew School Back to School Night, the principal highlights the many accomplishments and successes the school and its children have obtained.

When St. Bartholomew School was reaccredited by Middle States for the project "Learning Together by Working Together," in which the school instituted a new, school-wide peer learning program, the news of the wonderful feedback by the visiting team was shared with the school, parish and wider Bethesda community. Many new families came to the school having heard about the Middle States team's overwhelmingly positive impression.

Every Wednesday, school parents are sent home and emailed a weekly bulletin which shares the many achievements and honors the school and students have obtained. St. Bartholomew students and their activities and accomplishments have been highlighted in local newspapers such as the Bethesda Gazette, Parish Times and the Catholic Standard. Two recent examples of these include receiving the highest score ever obtained by a team during the DeMatha Academic Challenge and receiving a ranking of "Superior" at the St. John's Band competition, both of which took place in the spring of 2010.

If St. Bartholomew School achieves the honor of becoming a Blue Ribbon School, this wonderful accomplishment will be widely publicized not only within the school and parish community, but also to the larger Bethesda area and the Archdiocese of Washington network of schools.

1. Curriculum:

The core curriculum includes religion, language arts (reading and English), math, science and social studies. Students also have Spanish, physical education, music, art, technology, and library skills. St. Bartholomew School follows the Archdiocese of Washington curriculum standards.

The goal of the religion program is faith formation. Though religion is taught daily as an academic subject, it is lived by all members of the community through daily rituals such as prayer, special liturgies, and special ceremonies such as Stations of the Cross, the Living Rosary and May Crowning. The students participate in at least one service project a month.

The reading and language arts program includes reading, literature, phonemic awareness, vocabulary, spelling, grammar and penmanship. In the lower grades, students learn foundational skills of reading including phonetically based decoding skills and strategies to improve vocabulary and comprehension. In the upper grades students learn literary terms and how to apply them to great works of literature. Grammar skills are taught beginning in the early grades and are strengthened every year. The inclusion of the D.E.A.R. (Drop everything and read) program where the entire school reads for 20 minutes has promoted the love of reading in students and teachers.

The writing process is originally taught in language arts but is stressed in all content areas. Children write daily in journals. Writing portfolios begin in kindergarten. Each year, there are four or more formal writing assignments for the portfolio. Every student graduates with a record of their writing progress over the years. Teachers use this information to make informed decisions about the curriculum.

In all grades basic number concepts, computation skills and problem solving are central in the math curriculum. In the lower grades, math manipulatives help children understand number concepts. In the upper grades, the teachers use smart boards to help students visualize abstract equations. In the 2nd-8th grade, children are separated into math groups based on ability. These groups allow children to work at an appropriate pace. Pre-Algebra and Algebra are part of the 7th and 8th grade curriculum.

Science is taught in the Pre-K through 4th grade by classroom teachers. Teachers use hands on methods to explain concepts like the Scientific Method. Growing bean plants and watching caterpillars turn into butterflies are all part of science. In the 5th-8th grade, the curriculum covers life, earth and physical sciences. Students participate in labs and visual demonstrations on the smart board. The 6th and 7th graders do science fair projects and present them.

Social Studies units in grades Pre-K through 4th cover topics of community, geography, government and map skills. The curriculum is designed to encourage critical thinking, problem solving and a commitment to human dignity with the goal being to use facts, concepts and generalizations of history and social sciences to promote responsible citizenship. In the 4th-8th grade, the curriculum includes US. and World History, Geography and the study of Maryland. The 4th-8th grade children research a topic each year including state reports, country reports and American History topics.

Spanish is taught in grades K-8. In grades, K-4, Spanish is taught twice a week for a total of 60 minutes. The emphasis in the primary grades is listening and speaking. In grades 5th-8th grade, Spanish is taught three times a week for a total of 135 minutes. The goal of upper grade Spanish is speaking, reading and writing. 80% of the 7th and 8th graders take Spanish.

The technology curriculum is implemented across the curriculum as students and teachers use technology daily. Students in Pre-K through 8th grade learn developmentally appropriate skills including using

Microsoft Office with Word, PowerPoint, Publisher and Excel. The school has smart boards in all upper grade classrooms, projectors in the 1st-4th classrooms, 18 computers in the lab, 10 computers in the library, at least one computer in each classroom and 4 computers in the writing lab.

In the music curriculum, students listen to and sing music from different time periods and cultures. They learn to read music and appreciate composers. A school wide Christmas Pageant and a Spring Show are highlights. 40% of the students in 4th-8th grade participate in the school band where they receive instruction, and they perform as a band twice a year.

The art program is designed to foster art appreciation and an interest in creating by using a variety of materials including clay, paint, charcoal and tissue paper.

The physical education program promotes physical development through activities that build strength, vitality, skills, coordination and good sportsmanship. Gross motor skills are developed in the lower grades while competitive sports and exercise are units for the upper grades. Students in 1-8th participate in the *President's Physical Fitness Program*.

Weekly library time promotes a love of literature and teaches research skills which are used in all subjects.

2. Reading/English:

St. Bartholomew School makes reading a priority by devoting an hour for instruction each day in grades Pre-K through 8th grade. This time is spent on instruction that focuses on phonemic awareness, fluency, comprehension, literary analysis, vocabulary development, spelling, and grammatical skills. The reading program is based on the Archdiocese of Washington standards which provides for a spiraling approach where instruction increases in complexity each year.

This literature based program increases in complexity from basic fluency and reading comprehension in the early grades to higher level thinking skills including synthesis, analysis and application. By 8th grade, students have an extensive knowledge of literary terms and works of literature. In primary grades, the weekly reading stories coincide with each student's spelling and vocabulary words as well as specific grammar exercises, allowing students to continuously practice the specific concepts for the week. In the upper grades, students are exposed to great works of classic and contemporary literature.

From Pre-K to 8th grade, students are placed into different reading groups with a small student teacher ratio. In the primary grades, there are three different groups: an accelerated paced group, a grade level group and a remediated group. A separate teacher teaches each group. The resource teacher provides support by taking the groups that need remediation so that early intervention strategies may be used to support student learning.

The English and writing curriculum support the reading program and are taught in conjunction with the reading program but are allotted additional time. Hence, the language arts program accounts for nearly two hours of daily instruction. Grammar, sentence structure and paragraph writing are introduced in the primary grades and enhanced in the upper grades. Cross curriculum writing is part of the fabric of the curriculum. Research projects are introduced as early as 1st grade. By the 8th grade, students have written many research papers, in addition to creative writing, poetry and literary analysis.

Daily reading is important at St. Bartholomew. Time was added to the school day so that the entire school, faculty included could participate in Drop Everything and Read (D.E.A.R.) where the school reads for 20 minutes every day. In addition, daily homework requires every student to read 20 minutes each night. The consistency of daily reading is found to create and foster excitement and confidence in reading. It is clear that an emphasis on reading encourages lifelong reading and learning.

3. Mathematics:

The mathematics curriculum at St. Bartholomew School is a complete, sequential program that begins with concepts and skills in arithmetic and progresses through Algebra I. The mathematics curriculum is aligned with the standards established by the Archdiocese of Washington D.C. The standards are implemented using a variety of instructional materials and techniques.

The primary grades, Pre-K - 4th, introduce basic concepts and skills in arithmetic, geometry, measurement, and problem solving. The middle grades, 5th - 6th work towards mastering arithmetic skills, as well as applying concepts in a variety of problem solving settings. Integers, ratio, proportion, percent, and data analysis are introduced, while concepts and skills in geometry and measurement are further developed. 7th and 8th grades focus on algebraic concepts, with the advanced 8th grade group engaged in a 9th grade-level Algebra I course.

Textbooks, along with supplemental workbooks, form the core of instructional materials. Hands-on materials, graphic organizers, calculators, and computers are used throughout the grades to develop understanding of concepts and skills. Smart board technology is used in the middle grades and is planned to be installed in the primary grades.

A wide variety of instructional strategies are used along with instructional materials. St. Bartholomew School believes students learn best by being involved and engaged in the learning process. That involvement is maximized through the use of peer learning activities. Students learn together by working together, sharing thoughts, ideas, and strategies.

Ability grouping starts in the 1st grade and continues through 8th grade. Standardized test scores, teacher recommendation, and prior success are considered when determining the group level for each student. St. Bartholomew School's goal with ability grouping is to accommodate the needs of accelerated learners, as well as special needs students. Special needs students receive appropriate accommodations in the regular classroom throughout the school. Students in 5th-8th grade receive an additional resource class three times a week. Peer tutoring sessions are available every Tuesday and Wednesday after school to provide additional assistance.

St. Bartholomew School strives to highlight the interrelationship between concepts, skills, and application within the framework of the standards. Standardized test results are analyzed annually to determine progress and need. Adjustments are made accordingly. All of the available talent and resources, including instructional methods and technology, come to bear on the primary goal, which is to assure that each student meets success to the best of his or her ability.

4. Additional Curriculum Area:

The science program at St. Bartholomew School is based on the idea that we are stewards of the earth, and uses the Archdiocese of Washington standards as a framework. Students learn from an early age that it is their responsibility to care for the planet, therefore, they are taught to understand and appreciate all aspects of it.

The Pre-K through 2nd grades use a theme based approach to science instruction to investigate concepts such as states of matter, forces and machines, weather, the tools of science, and magnetism using developmentally appropriate terms and methods. Students take nature walks, watch and create experiments and determine if things are living or non-living. Discovery activities, hands-on activities and media-based presentations are used to enrich learning. The 3rd and 4th grades continue this process by including an introduction to life science and more challenging terminology. Many younger students participate in "Mad Science", an extracurricular activity where students learn through hands-on experiments.

In the middle school, the teacher builds on prior knowledge and goes into greater detail and scope. 5th grade general science introduces broad concepts of life, earth, and physical science. The 6th grade studies life science with an end of the year three day trip of outdoor education where they study stream life. The 7th grade increases their knowledge by studying earth science, and the 8th grade spends a year mastering physical science.

In addition to teacher directed lessons, students do hands-on activities, visit interactive web sites using smart board technology, and participate in numerous peer learning activities. A wide variety of video clips are used to help students visualize concepts, especially those that may be more complex. 6th and 7th grade students create a science fair project which includes an experiment demonstrating the scientific method. They present their findings via a power point presentation.

5. Instructional Methods:

Teachers use education research and daily observations of student learning styles to help them determine the most effective teaching methods. Teachers learn these methods through teacher in-services, workshops, and enrichment classes. To promote and ensure the use of varied instructional strategies, teachers are required to color code their lesson plans. Each color denotes a teaching strategy including teacher directed instruction technology use, peer learning, kinesthetic learning, student led, interdisciplinary, group work, and interactive learning. Engaging students in the learning process is the goal of using a variety of methods. The principal ensures that this task is completed by checking lesson plans and observing each class every week. In 2007, St. Bartholomew presented a school wide project called “Learning Together by Working Together” to the Middle States Association of Colleges and Schools. In this project, teachers and students use a variety of peer learning strategies to promote students engagement and learning. Peer learning strategies allow for a differentiated classroom which ensures that all members of the class are actively involved. Teachers use smart boards and other technology regularly so that students can visually understand concepts.

St. Bartholomew School recognizes the need for some students to be challenged and others to be remediated; therefore, the school uses differentiated instructional groups for math and reading. There are three groups that meet the needs for students: a grade level group, an accelerated group and a remediated group. Groups are flexible so that students may change groups as goals are met.

To enhance instruction, many teachers offer additional enrichment sessions outside of the school day. Spanish lab is after school for students to boost their skills. A peer tutoring program is held twice a week where 8th grade math experts help 5th and 6th graders. A “Grammar Lover’s Lunch” is offered for 8th graders who want to sharpen their grammar skills. An additional grammar session is offered to 5th-7th grade students.

Teachers meet regularly with the resource teacher to discuss any children who are struggling. The first through fourth graders meet with the resource teacher for reading. The fifth through eighth grade students with documented learning needs meet in lieu of Spanish to work on study skills. School wide accommodation plans are created for any student with documented needs.

Continual evaluation of student needs is critical in maintaining St. Bartholomew School’s established level of excellence. Through observations, assessments, and standardized tests, teachers continually reflect on instructional strategies.

6. Professional Development:

St. Bartholomew faculty and administration understand the importance of a strategic long term professional development plan, as ongoing professional development encourages teachers to reflect and grow in their profession which, in turn, benefits student achievement. The foundational belief is that students learn best when they are fully engaged in the learning process, therefore improved instructional strategies are the basis of improved student learning. At the end of the school year, faculty members

analyze Terra Nova standardized testing scores to determine strengths and weaknesses of students, curriculum and teaching strategies. Teachers then brainstorm how instruction can be improved to make a difference in student achievement. New practices and/or curriculum are put in place at the beginning of each school year and monitored throughout the year to determine success. In-services are planned to train teachers how to accomplish these goals.

Teachers are encouraged to attend workshops and professional development courses to stay current with educational practices. It is a requirement from the Archdiocese of Washington that all teachers be certified. Teachers must continue to take classes to keep up with certification. Teachers are also required to fill out a professional development plan each year to outline their goals and the strategies they will use to accomplish them.

Twice a month teachers have half day in-services which focus on learning a skill which can be put into place so students will benefit throughout the year. Some in-services are provided by the Archdiocese of Washington and some are planned directly by St. Bartholomew. Topics such as curriculum mapping, technology, differentiated instruction, peer learning, learning disabilities, and alternative assessment are included. The teachers have benefited from hearing some of the most renowned speakers including Heidi Hayes Jacobs, Frank Kros, John Antonetti, and Sr. Patricia McCormack.

Professional development funds are available in the school budget and by accessing Montgomery County Title IIA funds. These funds may help teachers take classes to pursue their Master's degrees or certification. These funds are also used to provide in-services at St. Bartholomew.

St. Bartholomew School has curriculum coordinators whose responsibilities include facilitating cross-grade curriculum meetings, coordinating activities, making in-service suggestions, acting as liaisons with the Archdiocese of Washington. Curriculum coordinators must keep current in their content knowledge.

The faculty meets regularly to share best practices through faculty room bulletin board notes, at general meetings and at resource meetings. The reflective process is used by all to encourage instructional improvement.

7. School Leadership:

The St. Bartholomew School leadership team consists of the pastor and principal who meet monthly with the School Advisory Board. Overseeing the implementation of the mission, while ensuring student learning, is the primary role of the principal. The principal is accountable to the Archdiocese of Washington, which mandates a variety of administrative functions. A collaborative approach is used, so that faculty, parents, students and alumni set goals to ensure a successful future.

The principal and faculty reflect at the end of each year and plan for the next year. This planning includes setting goals and action plans. Teachers examine Terra Nova test scores, students' grades and writing portfolios to reflect on the progress of their students, and then set school wide goals, classroom goals and individual teacher and student goals.

The principal is responsible for the spiritual, instructional and managerial leadership of the school. The principal is a member of the Archdiocesan Elementary School Principals' Association. In her 14 years as principal, she has served as Vice President of the Executive Board for 2 years, and is currently serving as secretary (4 years). She is a member of the National Catholic Educational Association and Association of Supervision and Curriculum Development. She has served as a mentor to new principals and reaches out to the greater community by offering to speak to pre-school parents at neighboring schools. The principal greets every child in the carpool line, observes children during the day and bids them good afternoon. She regularly meets with teachers, parents and students.

The principal provides instructional leadership by meeting with teachers each month to go over student progress and to help with instructional planning and goal setting. She ensures that standards of academic excellence are maintained through a periodic review of curriculum and student performance. Teachers are formally evaluated annually using a tool provided by the Archdiocese of Washington. The principal informally evaluates teachers weekly. The purpose of classroom observations is to improve classroom instruction and ensure that all students are progressing.

The principal promotes regular staff development by scheduling and hosting in-services that reflect faculty needs and educational trends. The principal also delegates topics to teachers and allows them to develop their own leadership by leading in-services.

The principal seeks to provide on-going spiritual leadership by word and example of leading daily prayer, serving as a Eucharistic minister, providing penance services, and biweekly prayer services.

PART VI - PRIVATE SCHOOL ADDENDUM

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>\$7050</u>	<u>\$7050</u>	<u>\$7050</u>	<u>\$7050</u>	<u>\$7050</u>	<u>\$7050</u>
K	1st	2nd	3rd	4th	5th
<u>\$7050</u>	<u>\$7050</u>	<u>\$7050</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) \$7500

5. What is the average financial aid per student? \$600

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
10%

7. What percentage of the student body receives scholarship assistance, including tuition reduction?
100%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: Terra Nova

Edition/Publication Year: 2nd and 3rd/2005-2010

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
SCHOOL SCORES					
Average Score	83	89	71	70	79
Number of students tested	22	21	25	23	21
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Started using 3rd Edition of Terra Nova in March of 2009.					

11PV24

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: Terra Nova

Edition/Publication Year: 2nd and 3rd/2005-2010

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
SCHOOL SCORES					
Average Score	68	66	69	82	80
Number of students tested	22	21	26	23	21
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Started using 3rd Edition of Terra Nova in March of 2009.					

11PV24

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2nd and 3rd/2005-2010

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
SCHOOL SCORES					
Average Score	74	78	83	74	79
Number of students tested	15	26	20	23	18
Percent of total students tested	79	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	21	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Started using 3rd Edition of Terra Nova in March of 2009.					

11PV24

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2nd and 3rd/2005-2010

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
SCHOOL SCORES					
Average Score	72	67	80	72	75
Number of students tested	15	26	20	23	18
Percent of total students tested	79	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	21	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Started using 3rd Edition of Terra Nova in March of 2009.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 2nd and 3rd/2005-2010

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
SCHOOL SCORES					
Average Score	79	73	67	86	76
Number of students tested	21	26	26	21	23
Percent of total students tested	88	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	12	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Started using 3rd Edition of Terra Nova in March of 2009.					

11PV24

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 2nd and 3rd/2005-2010

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
SCHOOL SCORES					
Average Score	74	79	72	81	75
Number of students tested	21	26	26	21	23
Percent of total students tested	88	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	12	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Started using 3rd Edition of Terra Nova in March of 2009.					

11PV24

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2nd and 3rd/2005-2010

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
SCHOOL SCORES					
Average Score	79	62	75	69	73
Number of students tested	27	28	16	27	22
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Started using 3rd Edition of Terra Nova in March of 2009.					

11PV24

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2nd and 3rd/2005-2010

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
SCHOOL SCORES					
Average Score	77	76	79	77	83
Number of students tested	27	28	16	27	22
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Started using 3rd Edition of Terra Nova in March of 2009.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 2nd and 3rd/2005-2010

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
SCHOOL SCORES					
Average Score	69	67	74	72	75
Number of students tested	27	15	19	21	29
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Started using 3rd Edition of Terra Nova in March of 2009.					

11PV24

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 2nd and 3rd/2005-2010

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
SCHOOL SCORES					
Average Score	73	80	84	81	75
Number of students tested	27	15	19	21	29
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Started using 3rd Edition of Terra Nova in March of 2009.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2nd and 3rd/2005-2010

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
SCHOOL SCORES					
Average Score	83	79	72	87	89
Number of students tested	18	21	23	26	26
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Started using 3rd Edition of Terra Nova in March of 2009.					

11PV24

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2nd and 3rd/2005-2010

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
SCHOOL SCORES					
Average Score	80	84	78	88	87
Number of students tested	18	21	23	26	26
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Started using 3rd Edition of Terra Nova in March of 2009.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova

Edition/Publication Year: 2nd and 3rd/2005-2010

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
SCHOOL SCORES					
Average Score	77	72	83	83	74
Number of students tested	16	22	25	24	14
Percent of total students tested	80	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	20	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Started using 3rd Edition of Terra Nova in March of 2009.					

11PV24

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Terra Nova

Edition/Publication Year: 2nd and 3rd/2005-2010

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
SCHOOL SCORES					
Average Score	86	86	87	90	76
Number of students tested	16	22	25	24	14
Percent of total students tested	80	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	20	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Started using 3rd Edition of Terra Nova in March of 2009.					

11PV24