



## PART I - ELIGIBILITY CERTIFICATION

---

11PV32

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

11PV32

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 with characteristics typical of an urban area

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

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	20	20	40		<b>6</b>	9	15	24
K	13	10	23		<b>7</b>	14	13	27
1	14	15	29		<b>8</b>	16	12	28
2	17	14	31		<b>9</b>	0	0	0
3	13	14	27		<b>10</b>	0	0	0
4	11	18	29		<b>11</b>	0	0	0
5	11	10	21		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>279</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
6 % Asian  
4 % Black or African American  
6 % Hispanic or Latino  
4 % Native Hawaiian or Other Pacific Islander  
73 % White  
7 % 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.	0
(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)].	0
(4)	Total number of students in the school as of October 1, 2009	300
(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: 2%  
 Total number of limited English proficient students in the school: 7  
 Number of languages represented, not including English: 8  
 Specify languages:

Spanish, Maltese, Polish, Korean, Russian, German, Portuguese, Tagalog

9. Percent of students eligible for free/reduced-priced meals: 4%  
 Total number of students who qualify: 11

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: 9%  
 Total number of students served: 25

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>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> 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>1</u>
Classroom teachers	<u>11</u>	<u>5</u>
Special resource teachers/specialists	<u>2</u>	<u>3</u>
Paraprofessionals	<u>3</u>	<u>6</u>
Support staff	<u>1</u>	<u>16</u>
Total number	<u>18</u>	<u>31</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: 22:1

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	95%	95%	95%	95%	95%
Teacher turnover rate	10%	10%	25%	23%	23%
High school graduation rate	%	%	%	%	%

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

After the change in administration and therefore a change in the expectations for certification and professional excellence, some faculty members chose to find employment in other schools. Some teachers moved due to spouse job transfers. The pastor previous to our present pastor chose to cut some positions. With our new pastor, these positions have been reinstated.

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>

St. Mary's Catholic School is an educational institution affiliated with the Archdiocese of Washington. The school was founded in 1951 by the Sisters of Mercy and is an integral part of St. Mary's Parish. The school is coeducational and serves 279 students from pre-kindergarten through grade 8 in Rockville, Maryland.

The mission of St. Mary's School is first and foremost to communicate the person and message of Christ to the students and families whom it serves. Rooted in Gospel values, the school seeks the integration of faith, knowledge, and service. The St. Mary's school community endeavors to impart a hopeful vision of the future in which students begin to glimpse the Kingdom of God and to imagine the ways in which their own gifts may be developed and used in the service of Christ. Essential to this vision of education is the formation of a community of prayerful love, free from fear, in which students are unafraid to take risks, to explore, to grow, and to learn. They learn that the search for truth and the pursuit of virtue go together. As a Catholic community, St. Mary's seeks to bring students to a truly incarnational understanding of "Christ in me" and to be a school that promotes justice, peace, kindness, and understanding.

Students with a wide range of natural abilities and levels of achievement are enrolled at St. Mary's. Currently twenty-five students in grades 2-8 receive academic accommodations to assist them with reading and writing disabilities, attention deficit disorders, developmental delays, and organizational problems. Forty-five percent of the student population qualifies to apply to the Johns Hopkins University Center for Talented Youth Program. By working with peers of varying abilities, students grow in compassion and embrace differences. A popular "Little Buddies" program also gives students the opportunity to work with children of different ages.

The instructional program at St. Mary's is based on the academic standards of the Archdiocese of Washington. Students are active learners, engaged daily in the task of mastering the skills essential for success in the 21<sup>st</sup> century: critical thinking, problem solving, collaboration, communication, innovation, technology literacy, self-direction, and global awareness. Interdisciplinary units and age-appropriate research projects are incorporated at all grade levels. The location of the school on the red line of the DC transit system extends classrooms to the nation's capital and beyond. Frequent fieldtrips greatly extend learning opportunities for all students. Enrichment opportunities are open to all in the form of extracurricular activities such as newspaper club, yearbook, chorus, and a school play. Staff development opportunities include an on-site certification program offered through Montgomery College, financial support for tuition reimbursement, university consultants, and collaboration with Montgomery County Public Schools.

St. Mary's is strongly committed to the continued integration of technology to support the learning environment and provide ready access to the world of information. The school is equipped with a wireless network, a computer lab, mobile laptop units, and video conferencing capability. Classrooms throughout the building have document cameras, projectors, and interactive whiteboards. A sustainable development plan assures that the school will be able to support the periodic replacement of the technical infrastructure, and volunteer members of the technology committee bring professional capabilities to decisions involving new developments in educational technology. Contacts at Johns Hopkins assist the St. Mary's community in staying abreast of developments in neuro-education. A recently updated website provides new ways to communicate with parents, helps students become part of an on-line community, gives teachers more options for posting homework assignments, and provides an overview of the school for prospective families.

Realizing that every student is more than a mind, St. Mary's recognizes the spiritual, emotional, and social needs that must be addressed. Students attend weekly Mass, are prepared for the reception of

sacraments, attend retreats, and participate in spiritual activities throughout the liturgical year. They serve the wider community in a variety of service projects: visiting the elderly at Sunrise Assisted Living and Mary's House; collecting money, food, and clothing for soup kitchens and homeless shelters; supporting the Little Sisters of the Poor and Catholic Relief Services; and writing letters to service members and firefighters. International outreach efforts include Operation Christmas Child, a program that sends supplies to refugee camps, and a unique mission to Sierra Leone, West Africa. The school has a long tradition of intergenerational interactions, enjoying the loyal support of the parish community. Social events such as Multicultural Day, the St. Nicholas Festival, and Grandparents' Day are frequently integrated with parish life. The learning environment is a beautiful one, with music and artwork in the halls and a climate best characterized as one of serenity, order, and peace.

The school was re-accredited by the Commission on Elementary Schools of the Middle States Association of Colleges and Schools on May 1, 2008.

## 1. Assessment Results:

St. Mary's School annually administers the CTB/McGraw Hill *TerraNova* with *InView* in the spring to all students in grades 2 through 8. The *InView* is an assessment of cognitive abilities that includes verbal reasoning, sequences, analogies, and quantitative reasoning. It compares a student's achievement with the expected achievement of students of a similar age, grade, and cognitive ability. The *TerraNova* is a norm-referenced test that provides assessment data which compares the achievement of individual students and groups of students with national performance. Students are assessed in math, reading, social studies, and science. The math assessment measures student proficiency in numbers and number sense, computation and estimation, geometry, data, statistics, probability, patterns, problem solving and reasoning. The reading assessment measures student achievement in reading comprehension, analyzing text, evaluating and extending meaning, and identifying and applying reading strategies. In grades 4 and 7, students also complete a writing section which asks the student to provide constructed-responses in the form of written paragraphs, drawings and graphs. During the school years of 2006 through 2009, St. Mary's utilized the *Terra Nova 2*. In the spring of 2010, the Archdiocese of Washington Catholic Schools Office decided to implement the updated *Terra Nova 3*.

All students within grades 2 through 8 are tested annually. Accommodations are provided to students who have an approved Individual Education Plan. No students are alternatively assessed during the Terra Nova exams and all scores are presented at each grade level. In accordance with the prescribed accommodations, accommodated students perform very well and their scores are included in each grade's National Percentile of the Mean Normal Curve Equivalent. In the spring of 2010, the seventh grade scored 21 points above the cut-off score for mathematics and 18 points above the cut-off score for reading with 14% of those students receiving accommodations. In the eighth grade class, 10% of the students received accommodations and the class scored 16 points above the cut-off scores for both math and reading.

St. Mary's has consistently performed well on the *TerraNova* Assessments. Each grade has progressed at a steady rate with no significant gains or losses from grade to grade or year to year. In the spring of 2010, all grades achieved scores well above the cut off scores required for the National Blue Ribbon indicating excellence in student achievement across all grade levels. In addition, approximately 50 students in grades 2 through 8 were nominated to the Center for Talented Youth at Johns Hopkins University.

## 2. Using Assessment Results:

St. Mary's School uses the assessment data from the *Terra Nova 3* and *InView* for formative assessment when planning school-wide improvement and differentiated classroom instruction. In August of 2008, Johns Hopkins University provided a faculty in-service on reading the *Terra Nova 2* and *InView* where teachers learned to discern where groups of students have strengths which can be enriched or areas that require remediation. The teachers are empowered as educators to use the assessment results of the standardized testing for diagnostic evaluation to prescribe the methods that will be best utilized for their classroom instruction. Specific subject area teachers review the data to identify the needs of students to create grade level grouping for Math and Reading.

The principal and teachers annually review the standards alignment reports to set school improvement goals. A review of the assessments led teachers to focus on improvement in Math computation. This goal took root in remediating the first grade students in their addition facts, second grade with their subtraction, third grade with multiplication, fourth grade with division. Grades five through eight focused on computation in multiplication and division. The teachers continue with a focus on math facts to strengthen all students' basic skills. Also, these test results are useful in prescribing the remediation necessary not only in Math but also in Science, Social Studies, and Language Arts. These test results, in

all subject areas, are also used to identify those students who excel and, therefore, benefit from enrichment. The instructional program is then adapted and designed to provide this acceleration for those designated students.

St. Mary's faculty members review the assessment data and the curriculum for summative assessment to create their Long Range Plans to assure all material is covered to a measure of mastery across all subject areas. This review also assures that the curriculum is aligned with the core standards addressed in the *Terra Nova 3*. The review of the data allows the teachers to address gaps in the mastery of the spiral curriculum by building the skill foundation before moving to a higher level standard. This allows teachers to address moving students from proficiency to mastery by creating differentiated groups within their classrooms.

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

At St. Mary's qualitative assessment of student learning is provided through many different modes: informal and formal teacher observations, interviews, written and verbal responses, discussions, debates, blogs, portfolios, and projects. Quantitative assessment uses both classroom assessments and standardized testing.

Student progress is reported to students on a daily basis through frequent and consistent feedback, both verbal and written. Traditional forms of assessment such as tests, quizzes, book reports, essays or research papers are used in the classroom. This results are communicated to the parents. Teachers also utilize technology based assessments including Power Point presentations, on-line discussion groups, blogs, UnitedStreaming Assignment builders, ThinkPort, BrainPop and BrainPopJr. Reading assessments are administered to the students in the primary grades to determine their word knowledge, reading fluency and reading level. Reports are generated to inform the teachers and parents of the child's competency in reading fluency and reading level.

Progress (both positive and negative) is reported to the parents on a regular basis by requiring the parents to sign their child's tests and quizzes, parent-teacher-student conferences at the end of the first marking period, quarterly report cards, interim reports, and phone calls. One of the cornerstones of St. Mary's School is the constant communication between the parents and the teachers and the students. This is highly valued by all involved.

Standardized test results are communicated to the parents each May as this allows for adequate time for parent-teacher-principal conferences should this be necessary before the close of the school year. A letter from the principal provides a clear explanation of the results and how to read them. The letter gives direction to parents as to how the children performed and where as a school there is a need to focus to make continued improvement and where the parents can help their children to improve individually with support at home.

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

The St. Mary's administration is visionary. St. Mary's has served as a pilot school for the New Religion Curriculum and for the Standards-based report cards in the pre-kindergarten and kindergarten programs. St. Mary's implemented the use of a new Religion Text that is aligned with the new ADW curriculum. The teachers provided feedback to the Director of Religious Education Curriculum for the planning of the new curriculum. The teachers served as a resource to other teachers who had questions about the new curriculum. St. Mary's School staff is also providing feedback regarding the new religion text review for approval by the archdiocese. All grades piloted the new religious education standardized test that will replace the ACRE exam.

This fall the principal organized and provided a Professional Development Conference Day, facilitated by Johns Hopkins University. This day included the teaching staff of four Archdiocese of Washington

schools. The topics covered were “Writing Across the Curriculum” and the use of manipulatives in math instruction. St. Mary's School faculty facilitated the grade level/subject break-out discussions.

Numerous faculty members have professional associations within the community and across the world. St. Mary's faculty members partnered with Global Education Motivators (GEM-NGO, ORG) and the University of Pennsylvania African Studies program in a four school video conference interviewing teachers from Kenya, Tanzania, and Sierra Leone in Africa. A video conference led to an actual visit by a Masai warrior, who is also a teacher invited by the United Nations to visit American University and discuss preserving Masai tribal heritage, tradition and culture in the twenty-first century. The technology coordinator is a member of the ADW Technology Committee. The media specialist is a member of the ADW Media Specialist Association. The guidance counselor is a member of the ADW Crisis Intervention Team.

The strongest indicator of St. Mary's excellence is the school's reputation amongst the high schools. Care is given by the principal to speak with the principals, guidance counselors and admission directors in the schools to which St. Mary's students have applied so that these professional decision makers are aware of what is being done at St. Mary's to ensure the success of every student. The 95 to 100 percent first choice acceptance rates and the ultimate success of these students during their high school years represent the strengths of St. Mary's School.

## 1. Curriculum:

The instructional program at St. Mary's School is based on the academic standards of the Archdiocese of Washington.

**Religion:** Religion classes at St. Mary's are Christ-centered, seeking to help students develop strong Christian faith and character. Students are encouraged to ask the ultimate questions: not only "What do I believe?" but also "How shall I live?" School-wide participation at weekly Mass, a prayerful school environment, and on-going preparation for sacraments involve students fully in the liturgical life of the Church. Retreats, guest speakers, and field trips further enrich the program.

**Language Arts:** See question 2a.

**Math:** See question 3.

**Social Studies:** The social studies curriculum introduces students to an ever expanding sense of community: family, city, state, country, and world. History, geography, government, and economics are blended in an interdisciplinary approach as students focus on the study of people in relation to each other and to their world. St. Mary's students take curriculum based trips to St. Mary's City, Jamestown/Williamsburg, Philadelphia, and Boston. Additional field trips include the Archives, the National Gallery of Art, the National Portrait Gallery, and the African/Asian Museums of the Smithsonian Institute.

**Science:** See question 4.

**Spanish:** Spanish is taught as a year long course to all students in kindergarten through eighth grade. One hundred percent of St. Mary's students receive Spanish instruction two to three times per week. Middle school students complete a first year high school Spanish textbook (McDougall Little's En Espanol) and utilize the computer lab once a week for listening comprehension. The Spanish curriculum combines cultural and language studies, expanding learning to Spanish speaking countries as well as to the achievements of Spanish speaking painters, architects, and poets. Field trips, virtual tours, service projects and interdisciplinary projects with other classes (notably in art, geography, and religion) enrich the program. St. Mary's School is in compliance with the program's foreign language requirement.

**Physical Education:** Physical education is offered two to three times each week in kindergarten through grade eight. A well rounded program introduces students to a variety of sports, playground games, and dance. St. Mary's students participate in a bicycle and pedestrian safety program, Presidential Fitness Day, and an annual field day. The physical education program focuses more on fitness than on competition. Students are encouraged to make their best effort, maintain a positive attitude, practice good sportsmanship, and resolve conflicts peacefully.

**Music:** All students at St. Mary's have a 40 minute music class every week in which they explore singing, note-reading, composition, drumming, and the creation of musical instruments. They collaborate to create their own ensembles, plays, and songs. St. Mary's students have opportunities to participate in chorus, band, a recorder program, private music lessons, and drama. Opportunities are provided for students to perform in non-threatening environments. Every year there are two band and chorus concerts, an annual Christmas program, and a full length play.

**Art:** Art is offered for forty minutes twice a week to all students from kindergarten through grade eight. Students work with a wide variety of materials to produce the colorful artwork that adorns hallways

throughout the school. Whimsical murals in the boys and girls bathrooms have also been painted by students. The purchase of a kiln has made it possible for students to create pottery and to work with fusible glass. Classes are seamlessly integrated with other subjects as students complete art projects related to reading, social studies, Spanish, and religion. Two major art shows each year are coordinated with instrumental and choral concerts. The art department also works closely with the drama club in the production of a full length play. Art classes make important contributions to major parish events such as the Multicultural Festival, the Saint Nicholas Festival, and the St. Mary's Gala.

**Library:** The library curriculum focuses on literary enrichment and library skills development. Students have regular access to a wide variety of books and other materials related to the curriculum. Older students become independent researchers, utilizing library resources to develop research strategies and gather information. Efforts are made to establish links between library usage and the instructional curriculum. The librarian works closely with content area teachers on interdisciplinary projects at all grade levels. The beautiful St. Mary's library is also a place of hospitality. Poetry readings, visiting author presentations, and large screen film viewings are regular events. An annual book fair during the week of parent conferences is a popular community event.

**Media/Technology:** All students at St. Mary's have one regularly scheduled forty minute period in the computer lab each week taught by the technology coordinator. They participate in interactive, web-based activities, grow in their knowledge of both hardware and software, practice keyboarding skills, use technology to communicate through on-line accounts, and explore the concept of digital citizenship. On-line safety, ethical standards, and the need for discernment when choosing information are stressed.

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

**Reading:** Reading at St. Mary's is literature based, meeting and exceeding the academic standards of the Archdiocese of Washington. Alumni report being well prepared for the rigors of their high school English classes.

Spiraling instruction is provided for K-6 students by the Open Court reading series. This comprehensive program was chosen for the quality and variety of the literature selections and the way it incorporates all the components of language arts in a logical progression. Program strengths include a strong focus on phonics, word knowledge, reading comprehension, vocabulary development, fluency, oral/written expression, and grammar. Teachers use a combination of direct instruction, guided reading groups, and independent work. Differentiated instruction is provided through centers and small groups. Direct reading assessments (DRA's) help teachers identify areas of strength and weakness to provide the most appropriate reading instruction. Aides and resource teachers are assigned to all K-4 reading classes for a 10:1 student teacher ratio.

Seventh and eighth graders come to appreciate a literary heritage that helps them grow as human beings, understand cultures, and ask the great questions of life. They become communicators capable of making important contributions to such a heritage. These students have two forty-minute periods for language arts/reading every day. The classes are co-taught, permitting the teachers to focus on individual student needs in smaller group settings during the years when critical reading skills so essential for high school success are mastered. Students use Voyages in English (Loyola Press) for grammar and writing, Vocabulary in Action (Loyola Press), and the Prentice Hall Literature series, chosen for its well-balanced selections of short stories, essays, informational materials, legends, folktales, myths, plays, and poetry. Additionally, sets of teacher selected novels, illustrated readings in Greek mythology, books of legends, and biographies are assigned for outside reading.

Students keep journals, recording their critical and creative responses to literature. Narrative, expository, and descriptive writing assignments develop initial ideas through the writing process and are kept in portfolios from kindergarten through grade eight. Power point presentations, on-line discussion forums, digital narratives, and Microsoft Movie Maker integrate technology into the curriculum. Research projects provide cross-curricular integration with reading/language arts.

Pleasure reading is a priority at St. Mary's, and a "Read Across America" initiative strengthens the reading culture of the school. Authors, journalists, and biographers are invited to help students glimpse future possibilities for themselves.

### **3. Mathematics:**

The math program at St. Mary's meets and exceeds the math standards of the Archdiocese of Washington. Students are engaged in hands-on activities, problem solving strategies, and higher order thinking skills.

Students in kindergarten through grade six use materials developed by Sadlier-Oxford ([Progress in Mathematics](#)). The program provides explicit in-depth instruction in fundamental mathematical concepts such as place value, computation, data and graphs, money, time, and measurement. Attention is focused on helping students become fluent in math vocabulary and reflect on mathematical processes and patterns. Problem solving is valued as a creative activity that is always open to discussion. Careful sequencing ensures that there are no gaps in instruction. Math concepts and skills are introduced using manipulatives to help students develop a deep (tactile) understanding. Later students proceed from the concrete to the pictorial to the abstract. Math skills are related to life experiences, helping students to recognize every day applications. Math centers in kindergarten through third grade allow students to work on, above, or below grade level. Instruction takes place in both large and small groups and includes a balance of direct instruction, guided practice, and independent work. Aides and resource teachers provide assistance to classroom teachers through grade four, making it possible to provide more help to struggling students.

Students in grades five through eight are grouped according to proficiency and processing speed (as demonstrated through standardized testing and teacher evaluation) for instruction in smaller homogeneous classes. Each grade has two or three groupings. Teachers can then structure the course presentation and pacing to enhance student confidence and maximize learning in each group. The most accomplished seventh and eighth grade students are offered the opportunity to take a year and a half of high school algebra using a text by McDougal Littell. All other seventh and eighth graders complete the strong, on-level courses, mastering ADW standards with a text by Glencoe Mathematics.

Math teachers at St. Mary's are advised regularly by Sadlier math consultants and attend workshops on the use of manipulatives, interactive whiteboards, computers, and graphing with the students. They participate in writing across the curriculum initiatives, incorporating communication skills such as reading, illustrating, speaking, listening, and writing to develop strong conceptual understanding.

A yearly competition at Good Counsel High School provides opportunities for enrichment. Math teachers are seeking to integrate STEM objectives (science, technology, engineering, and mathematics) to promote cooperative learning and critical thinking.

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

**Science:** The science curriculum at St. Mary's includes studies in the life, earth, and physical sciences. Real world examples foster natural curiosity and the desire to learn as students develop their powers of observation. The school community includes fish, guinea pigs, turtles, parakeets, gerbils, and a lizard. A courtyard garden in which children plant seeds also provides a habitat for butterflies. By taking responsibility for the care and well-being of the animals, they learn about habitats, diets, and behaviors. Students observe and record changes in the metamorphosis of caterpillars and tadpoles. Later students study ecosystems, interdependence, and food chains. Geological studies include minerals and fossils, the shape and changes of land forms, weather systems, seasons, and the water cycle. In physical science students learn about energy, investigate matter, and learn the physical properties of solids, liquids, and gasses.

Students in grades four through eight meet in the science lab three to four times every week for forty minute periods and focus increasingly on use of the scientific method (inquiry) and related math skills such as measurement, averaging, graphing, and statistics. Hands-on activities and experiments are a vital part of the program. For example, fourth and fifth graders build aquariums and terrariums when they learn about ecosystems. Students in grades six through eight dissect rats, frogs, owl pellets, and sheep hearts as they study anatomy and human biology.

Critical reading and thinking skills are learned as students make inferences, evaluate results, draw conclusions, and evaluate the validity of results. They learn to use microscopes, balances, calculators, and computers as scientific tools. The curriculum is supplemented with field trips. Last year students visited the Museum of Natural History's Anthropology Lab and Discovery Center. An annual science fair is an important part of the program for grades six through eight. Students select, design, perform, and present experiments on topics of interest. Judges with professional backgrounds in scientific fields listen to presentations, provide feedback, and present awards.

Teachers at St. Mary's are aware of recent STEM (Science, Technology, Engineering, and Mathematics) initiatives. They are seeking to integrate STEM objectives into curricular requirements and have already established a robotics club.

Science students at St. Mary's are taught to value the natural world as God's Creation and to assume the responsibility of caring for it properly. They learn about the wise use of resources, recycling, composting, and habits of healthful living.

## **5. Instructional Methods:**

Instructional methods at St. Mary's are child-centered and investigative. Hands-on activities are favored because active learners and critical thinkers are valued. Students speak, write, and draw their ideas to increase metacognition. They dissect, observe, record, debate, discuss, sing, compose, play, dance, act, design, paint, plan, self-edit, and review the work of others. Personal experience of the real world is gained through participation in a rich program of field trips. Field trips to the US Capitol, National Gallery of Art, museums of the Smithsonian Institute, Kennedy Center concert halls, Ford's Theater, Baltimore, Williamsburg, Philadelphia, and Boston bring studies to life. Video conferencing and virtual field trips take students to distant parts of the globe and sometimes bring international friends to visit the school. Guest speakers from all walks of life and a wide variety of performers also bring the world of work and the arts through the doors of St. Mary's. Recent guests have included a Pulitzer Prize winning journalist from *The Washington Post*, a biographer, fantasy and historical fiction writers, an FBI agent, a police officer, an Irish dancing group, and members of the U.S. Navy Band.

Differentiated instruction is a priority at St. Mary's as teachers try to meet the needs of students with different learning styles and abilities. Two resource teachers and classroom aides work with classroom teachers to ensure that all students receive the help they need. Enrichment for highly able students is offered through differentiated projects, reading lists, and performance opportunities. Professional development workshops on multiple intelligences and appropriate accommodations have kept these issues at the forefront as teachers plan lessons, choose strategies, use assistive technologies, and form flexible teaching groups. Interventions may take the form of resources (such as books on tape), strategies (such as adjusted workload), or modified tests and quizzes. A school-wide emphasis on study skills and organizational skills has provided consistency of approach and benefitted all students.

Students at St. Mary's also benefit from a high degree of successful interdisciplinary collaboration among faculty members and students. Teachers share their expertise at team and faculty meetings as well as on staff development days. Content and special area teachers collaborate regularly on interdisciplinary projects, fully integrating music, art, library skills, and media/technology into the curriculum. Students also work collaboratively in pairs, small groups, and teams. Older students help younger ones in a popular Little Buddies program.

## **6. Professional Development:**

Professional development is a top priority in the Archdiocese of Washington and at St. Mary's School. The archdiocesan goal of Maryland state certification for all core subject teachers is fully supported by an on-site certification program that supports teachers by giving them the opportunity to take classes taught by professors from nearby Montgomery College. Financial support is available for all teachers taking certification and graduate level classes. Some teachers also meet re-certification requirements by taking classes through the professional development offerings of Montgomery County Public Schools.

Twenty-four teachers and aides have completed Responsive Classroom training, a program designed to help teachers with positive classroom management by teaching ways to build community. In addition, on-site classes required for catechist certification are offered to all teachers. Virtus, the Child Protection Program of the Archdiocese of Washington, offers group instruction to teachers as well as regular, on-line bulletins that are required reading for all staff members. All teachers are certified in CPR/First Aide. A school-wide program in study skills has helped the middle school faculty implement a consistent binder system to strengthen the organizational skills of all students.

Professional development opportunities are provided fourteen times every year on the first Friday of every month and at two major day-long events. Recent opportunities have included conferences and workshops on topics such as manipulatives in mathematics instruction, writing across the curriculum, the Maryland Writing Project, 21<sup>st</sup> century trends in early childhood education, integration of Catholic identity in the content area, and the special needs of students with executive function deficits.

A rich supply of professional books and journals is updated regularly and kept in the faculty room where teachers have ready access to them during planning periods. Professional articles and recent books on relevant topics in education are provided by the principal on a regular basis. At weekly team meetings and monthly half-day faculty meetings, teachers share current research and information from professional workshops they have attended. Guest speakers are also invited to the school for workshops. Recent topics have included technology integration, bullying, differentiated instruction, assessment, and best practices for inclusion of students with special needs.

## **7. School Leadership:**

The administrative team consists of the pastor of the parish, the principal, and the assistant principal. The School Advisory Board offers advice on matters of school policy, finance, public relations, and long-term planning.

The principal works in collaboration with the faculty to fully implement the curriculum standards of the Archdiocese of Washington. She leads the faculty in development of long-range plans for attaining these goals and works with teachers to assess instructional outcomes. Faculty members meet twice every week, once with the principal to discuss school-wide policies and objectives and once as primary/middle school teams to discuss students of concern and immediate needs. Teacher evaluations are conducted through classroom observation, review of student achievement, and teacher conferences. An open-door policy is always in effect, keeping lines of communication open for administrators, faculty, parents, and students.

Students, parents, and teachers agree that students are the focus of the principal's leadership activities and that the learning environment is exemplary. All members of the community enjoy a high level of safety, peace, order, and freedom. Students understand that high expectations are the norm and know they will receive the support they need to meet these expectations. They are all known and greeted by name by a principal who is always at the door when they arrive, personally gives them their report cards, asks to see them when they are experiencing difficulty, and encourages them to attend their own parent/teacher conferences.

Students benefit from the principal's ability to be creative in attracting and keeping outstanding teachers. Her strong commitment to professional development, compassionate teacher mentoring, full support of the arts, encouragement of creativity, and use of flexible arrangements such as part time teaching and job sharing are attributes that are highly valued by faculty members. The principal's resourcefulness and outstanding community relationships enable her to provide the resources and materials that teachers and students need. In 2009 the faculty nominated Sister Carol Rigali as a candidate for the Washington Post Distinguished Educational Leadership Award.

In an era when many Catholic Schools are closing due to diminishing finances and enrollment, St. Mary's has enjoyed a steady enrollment each year. Parent satisfaction is high, student achievement has soared, and word of both has spread. A great deal of this success is due to leadership that has remained true to the vision of education for which so many have sacrificed so much.

# 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>\$5141</u>	<u>\$5141</u>	<u>\$5141</u>	<u>\$5141</u>	<u>\$5141</u>	<u>\$5141</u>
K	1st	2nd	3rd	4th	5th
<u>\$5141</u>	<u>\$5141</u>	<u>\$5141</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) \$7600

5. What is the average financial aid per student? \$2459

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
18%

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

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third/2008 Publisher: McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	72	90	84	89	86
Number of students tested	25	21	23	31	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>					

11PV32

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third/2008 Publisher: CTB McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	68	81	72	76	80
Number of students tested	25	21	23	31	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>					

11PV32

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third/2008 Publisher: CTB McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	72	68	80	87
Number of students tested	22	24	30	30	31
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>					

11PV32

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third/2008 Publisher: CTB McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	72	69	70	76	85
Number of students tested	22	24	30	30	31
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>					

11PV32

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third/2008 Publisher: CTB McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	73	77	79	78
Number of students tested	21	30	28	30	30
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>					

11PV32

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third/2008 Publisher: CTB McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	78	76	81	85
Number of students tested	21	30	28	30	30
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>					

11PV32

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third/2008 Publisher: CTB McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	72	79	83	79	76
Number of students tested	29	25	30	31	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>					

11PV32

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third/2008 Publisher: CTB McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	75	79	87	81
Number of students tested	29	25	30	31	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>					

11PV32

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third/2008 Publisher: CTB McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	91	86	69	86	88
Number of students tested	24	29	30	28	16
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>					

11PV32

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third/2008 Publisher: CTB McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	79	77	83	85
Number of students tested	24	29	30	28	16
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>					

11PV32

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova

Edition/Publication Year: Third/2008 Publisher: CTB McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	88	78	83	76	86
Number of students tested	29	30	27	17	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>					

11PV32

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Terra Nova

Edition/Publication Year: Third/2008 Publisher: CTB McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	89	83	85	83	85
Number of students tested	29	30	27	17	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>					

11PV32