

PART I - ELIGIBILITY CERTIFICATION

12PV163

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

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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: 3

5. Number of students as of October 1, 2011 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	15	35		6	23	34	57
K	9	12	21		7	30	28	58
1	19	13	32		8	19	31	50
2	19	17	36		9	0	0	0
3	22	22	44		10	0	0	0
4	22	18	40		11	0	0	0
5	18	23	41		12	0	0	0
Total in Applying School:								414

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
6 % Black or African American
6 % Hispanic or Latino
2 % Native Hawaiian or Other Pacific Islander
80 % White
4 % 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 2010-2011 school year: 1%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2010	406
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 1

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: 38

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>16</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>0</u>
Total number	<u>43</u>	<u>4</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 daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	98%	98%	98%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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%**

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

No

Yes

If yes, what was the year of the award?

Mission: Saint Peter's School, a Catholic parish-based school in the Archdiocese of Washington, serves students in grades PreK through 8th. Saint Peter's School bears witness to the Gospel of Jesus Christ by helping families nurture their children in the love of God, the love of neighbor, and sound moral values. Saint Peter's School seeks to unlock all the doors of the human character to release the spiritual, intellectual, social, emotional, and physical potential of each child. Toward this end, the school is committed to continual self-evaluation and growth.

The school opened in 1957 and has grown from a single-track, kindergarten to eighth grade program to one that is now double-tracked and has added a PreK 3 and PreK4 curriculum. The school is located in Olney, MD, a suburb north of Washington, DC.

Saint Peter's School focuses on three areas of student growth: academic excellence, faith formation, and education of the whole child.

Academic Excellence: The educational program of Saint Peter's School includes standards-based instruction, pedagogy reliant on current research, and frequent and varied assessment. The core curriculum has been developed to address the needs of the students and is designed to encourage all levels of learners. Students are challenged through accelerated classes and differentiated activities. The school has consistently scored well on standardized tests and many of the students qualify for and participate in the Center for Talented Youth at Johns Hopkins University. The majority of the eighth graders go on to attend Catholic high school, often receiving academic and arts scholarships. Information on children identified with learning differences or behavioral issues are brought before the Student Assistance Team. The team identifies the student's strengths and weaknesses, reviews standardized testing data, discusses previously implemented instructional strategies, observes the student, and then develops a plan for success.

Faith Formation: While academic excellence is important to the school's reputation, it is the Christ-centered teaching that makes Saint Peter's truly a Catholic school. The students are educated in the Roman Catholic faith daily in all grade levels. The extra-curricular activities of the Spiritual Life Committee and the Student Council also reflect the doctrines and social teachings of the Church. Among many other events, the students prepare prayer services to celebrate significant events in the Church calendar and visit the residents of an assisted living facility throughout the school year. Buddy activities that pair older students with younger ones include attending Mass together and working on service projects that benefit the Missions, victims of natural disasters, or specific charitable organizations.

Education of the Whole Child: God has blessed the students with many gifts, and it is the responsibility of Saint Peter's School to work to develop all of them. The arts and technology strongly impact a student's academic growth and self-esteem. The art classes are based on a layering of skills that include elements of design, art history, lessons from the Masters, and creative experimentation. Music classes, Choir, and Instrumental Band provide an opportunity for students to learn rhythm, movement, and musical theory incorporated in classical and modern music. The choir sings at school Masses and parish events, and the band has consistently earned the top score at the archdiocesan band festivals. The Drama Club offers 7th and 8th graders an introduction to the performing arts. The Spring Musical has grown into a professional-looking production that is performed at the historic Olney Theater. The Physical Education program offers direction on small and large motor skills, team-based sports, and whole class movement activities. Ballroom dance has been a unit in the seventh and eighth grade curriculum for over ten years. Technology is integrated throughout the curriculum. With state-of-the-art equipment and highly trained teachers, lessons are enhanced through the internet, Skype, and innovative programs.

An exemplary school relies on two groups of people for instruction and support. The dedicated faculty and staff have created a challenging learning environment for all students. The highly qualified and progressive teaching staff is committed to providing the students with culturally relevant experiences and rigorous instruction. Saint Peter's School also has a very supportive and involved parish and parent community. A strong partnership between the school, parish, and home is critical to student and school success. Without the support and involvement from parents and families through the popular parent service program, the school would not be able to achieve its goals. Working together enhances the caring school environment that makes Saint Peter's School so special.

1. Assessment Results:

Saint Peter's School and the Archdiocese of Washington administers the TerraNova achievement test published by CTB McGraw-Hill to students in grade 2 through 8 in the spring of each year. In the 2006-2007 and 2007-2008 school years, the 2nd Edition was used. For the following three years, the Archdiocese administered the 3rd Edition. The Archdiocese of Washington uses the TerraNova Inview, Complete Battery and Battery Plus to generate a comprehensive profile of individual students, classes, and grade levels.

The In View consists of five subtests that measure cognitive ability. The subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-words, and Verbal Reasoning-Context. These tests provide data to generate an Anticipated National Percentage score that allows the faculty and administration the ability to compare, based on the results of cognitive ability testing, our students' ability to their actual achievement.

The Complete Battery is a series of assessments that generate norm-referenced achievement scores. Subtests include Reading, Mathematics, Science, and Social Studies. In the fourth and seventh grade students take the Multiple Assessment of the TerraNova. This test includes written responses and measures higher-order thinking skills, as well as the basic and applied skills.

The Terra Nova Plus test provides in-depth information about students' basic skills. It is used to measure foundational skills in Word Analysis, Vocabulary, Language, Mechanics, Spelling, and Mathematics Computation.

Further information on the TerraNova can be found at the CTB/McGraw-Hill website, www.ctb.com.

Saint Peter's School follows the Montgomery County Public School System's standard for proficiency. Proficiency is defined as "at or above 50 % of the National Percentile of the Mean National Curve Equivalency" (NP of the Mean NCE). Saint Peter's School has consistently scored well above proficiency in reading and math for the last five years.

In 2008-2009, Saint Peter's School upgraded the standardized test from the TerraNova 2nd Edition to the TerraNova 3rd Edition. It is statistically irrelevant to compare scores from differently normed tests. In examining the reading and math scores from the last three years when the 3rd Edition was administered, Saint Peter's School exceeded the qualifying scores for consideration of the National Blue Ribbon Schools Program. There are no subgroups requiring disaggregation of data.

The administration and teachers analyzed two sets of data. They first looked at each grade level's scores for the past three years. While the student population changed with each year, this analysis gave important information on trends for that specific grade level curriculum. This information was used to determine appropriate professional development for the teachers and selection of new materials. Although all grade levels scored above the 85th percentile in reading and math over the past five years, teachers were concerned that the scores weren't consistently improving. The school investigated new curriculum materials for both subject areas and specialists in the field were brought in to talk with the teachers. A new reading series that emphasized comprehension and critical thinking skills, as well as a strong phonics component, was introduced in 2009-2010. This program also offers varied assessments for the teachers to compare and to use in decision making. After much research, the school identified a new math series and this was introduced in 2010-2011. The faculty felt a spiraling curriculum that revisits math concepts on a regular basis would strengthen the students' retention of the material. Mastery of addition, subtraction, multiplication, and division facts are a critical component of this program.

After the implementation of the new materials, analysis of the last two years of scores showed that all grades' scores remained constant or improved in reading, with the exception of third grade. All grades' scores remained constant or improved in math, with the exception of third and seventh grade.

Saint Peter's School has a relatively stable population, so each class was tracked through five years of data. The faculty was able to identify strengths and weaknesses of the same groups of students. Teachers used this information when having professional conversations with teachers in the above and below grade levels. They discussed instructional strategies that would benefit individual students and/or class profiles.

Professional development included technology integration and differentiated instruction. Saint Peter's School arranged for the Maryland State Department of Education to offer a course on-site on teaching the gifted learner.

Over the last three years, analysis of the data showed that the 8th grade cohort increased its score in math from 78 to 82 and in reading from 76 to 83. The 7th grade cohort increased its score in math from 73 to 83 and in reading from 71 to 82. The 6th grade cohort, however, did not follow this trend. Its score in math decreased from 80 to 72 and in reading from 80 to 77. Although these scores are still above the 85th percentile, the middle school teachers continue to work together to identify successful instructional strategies.

Over the years, Saint Peter's School has deepened its commitment to provide a Catholic education for children with learning differences. While the school population of students with special needs and learning disabilities has increased, the scores have remained at the same level of success.

2. Using Assessment Results:

Several types of assessment data support Saint Peter's ongoing mission to help each student achieve his or her fullest academic potential. To accomplish this mission the faculty, under the leadership of the principal, commits itself to continual self-evaluation and growth.

One of the significant ways in which Saint Peter's measures student and school growth and improvement is by analysis and study of standardized test scores. Standardized test scores are received at the end of the school year and first reviewed by the members of the school's Testing Coordination Team. The team is comprised of the principal, assistant principal, resource teacher, and school counselor. Strengths and gaps in subject and skill areas are identified, and the results are compared to the database of previous years' scores to determine trends and identify areas within the curriculum on which to focus in the following school year. Next, the teachers review their individual class results and, during end-of-year meetings, the entire faculty and staff meet to take an in-depth look at the group scores.

After the overview meetings, individual grade level teachers and paraprofessionals meet to compare their student' strengths and weaknesses. They review the instructional strategies used throughout the year. Finally, vertical discussions are held by teams of teachers and paraprofessionals (PreK – 2; grades 3 – 5; middle school 6 – 8) to analyze the data. The goals for this analysis are to refine instructional themes and to align instruction to curricular skills between grade levels so that each teacher can begin planning how best to prepare his/her students for the next grade. Teachers who specialize in the subject areas of Art, Music, Physical Education, and Spanish and resource personnel move among these groups sharing their insights and strategies. Frequently, these discussions lead to cross-curricular or multi-subject instruction and curriculum plans.

At the beginning of the new year, teachers meet again using the assessment data as a basis for which to develop specific goals for the coming school year and to finalize additional instructional strategies to meet the students' needs. Individual students are identified based on their ability performance scores. The teachers use this information for grouping students in order to maximize effective instruction, for planning how to challenge the gifted child, and for working with the school's Student Assistance Team to

support the child with academic and organizational needs.

The principal plays a key role in the use of assessment data for the tracking of student and school improvement. The principal records the goals and instructional strategies that each teacher develops for his/her class and tracks the progress of the class during the school year through ongoing review of student assessment data (i.e. reading test records), formal and informal observations of the teachers, and group discussion at curriculum faculty meetings (i.e. Language Arts teachers, Math teachers). At the end of the year, the teachers review their goals and instructional strategies with the principal. Successful strategies are incorporated into next year's planning. Strategies that are determined to be unsuccessful are reviewed and more successful approaches are discussed.

Student assessment results are used as a basis to plan professional development presentations during faculty meetings and on twice-yearly professional development days. These presentations are organized by the Testing Coordination Team based on the needs of the students as determined by the scores on the standardized testing and the data provided in the ongoing student assessments during the school year, such as the reading unit test records. New instructional strategies and assessment practices are presented for discussion at the faculty meetings. Once a consensus has been reached by the faculty as a whole, the Testing Coordination Team is responsible for identifying the most effective way to implement these new practices. Standardized testing results are also used to support decisions regarding the purchase of textbook, academic materials, and technological resources.

Student academic progress is shared formally with parents via bi-weekly progress reports and quarterly report cards. Student academic achievement and improvement is recognized and celebrated with the school community at quarterly honors assemblies. The principal shares general assessment information and achievement with members of the School Advisory Board and the Home and School Executive Board. The school also publishes a quarterly newsletter in which the principal writes to parents addressing general school improvement.

3. Sharing Lessons Learned:

Sharing best practices is an important characteristic of a strong school. The administration encourages and financially supports the continued professional development of the staff. Teachers are often asked to share the highlights of classes taken or workshops attended at faculty meetings, so that all staff can benefit. Some of the topics covered included new technology equipment and integration, writing conventions and portfolios, an overview of the TerraNova 3rd Edition standardized test, and strategies for teaching the gifted learner.

The administration and teachers are often tapped to participate in instructional roles for other schools in the Archdiocese of Washington. The leaders of our Student Assistance Team have lead archdiocesan workshops on the process of intervention. The Reading Specialist also serves as an adjunct professor at McDaniel College. She teaches reading courses and acts as a mentor to young teachers. The middle school science teacher was selected to participate in the FDA Food Science Conference. She will bring this information to not only our school, but also to the archdiocese's professional development day. The principal attends monthly Elementary School Principals' Association (ESPA) meetings and shares the school's accomplishments with her colleagues. She has also written an article for the archdiocesan newspaper showcasing the school's parent service program.

Saint Peter's School has facilitated archdiocesan professional development events on the school's campus. Topics included Student Assistance Team training, Student Council Leadership Day, Working with Para Educators, and Media Specialists/Technology Coordinators meetings. Several teachers have been identified as mentors to other teachers in the archdiocese, and the principal mentors a new principal every year.

While serving on Middle States Association Commission on Elementary Schools visiting teams, the principal and a number of teachers have used this opportunity to recommend best practices to the hosting schools. On a global note, the school opened its doors to representatives from a Catholic school in England who were anxious to learn about the school's technology expertise. Later, representatives from a Catholic school in Argentina visited our Resource Room to learn about differentiation strategies and educating students with special needs.

The faculty of Saint Peter's School realizes that in sharing successful instructional strategies, they continue to grow professionally as well.

4. Engaging Families and Communities:

Assessment for learning requires frequent communication of goals, strategies, and the results to all the school's stakeholders. Students are given timely feedback on their progress and graded works of all kinds are returned to the students in a weekly folder for student and parent review.

Parents are kept informed on their child's work and the work of the entire school. At Back to School Night, teachers discuss the upcoming year's goals based on the standardized testing and the information learned from their fellow teachers at the beginning of the year testing meeting. Teachers post their grades on Edline, which is the school's website. This is updated as a progress report every two weeks.

Aside from the mandatory Parent-Teacher Conference at the end of the first quarter, parents are encouraged to meet with teachers whenever there is a concern. Teachers maintain a class webpage that includes the teacher's email address and other methods of communication. The TerraNova standardized tests results are sent home to parents at the end of the year.

The principal hosts a State of The School Address at the beginning of the school year where the standardized test results are explained and the goals of the new school year are introduced to the school families. The Student Assistance Team meets with parents to explain the assessment data on the individual student and how it was used to determine appropriate intervention or challenge strategies.

Students, parents, teachers, and the administration work together to share the successes of Saint Peter's School. Parents speak very highly of the school and its accomplishments. Many of them volunteer to act as school guides during the Open Houses and other events. The students and student clubs are frequently highlighted in the archdiocesan and area newspapers for both their academic achievements and community service. The school also utilizes its website, brochure, and other marketing tools to communicate its successes.

There is much to be proud of at Saint Peter's School. The parish, community, and local businesses will celebrate with the students and faculty if the school receives the Blue Ribbon. This news will be shared through the website, school sign, parish bulletin, local and archdiocesan newspapers. More importantly, the school's curriculum, instructional strategies, and use of assessment will be shared with other schools – as the stakeholders belong to a community of learners.

1. Curriculum:

The curriculum of Saint Peter's School is based on the Archdiocese of Washington's academic standards. These are drawn from the national standards for each subject area to ensure a rigorous academic program for the students. Teachers use the standards to develop their lesson plans, while the textbooks and other materials serve as resources. Standards-based report cards are used in Kindergarten and first grade.

The daily schedule of curriculum includes Religion, Reading/Language Arts, Math, Science, and Social Studies. The classes are self-contained in grades PreK – 5 and departmentalized for grades 6 – 8. Students in grades K – 8 participate in Art, Music, Physical Education, and Media/Technology instruction weekly.

Instruction and integration of the Catholic faith is the foundation of Saint Peter's School. The key elements of the curriculum include knowledge of the faith, liturgical information, moral formation, prayer, and social doctrine. Students learn through the scriptures, attending Mass, and receiving the sacraments. Faith in action can be seen as the students participate in numerous community service activities and raise money for those in need.

The Language Arts program includes reading, grammar, vocabulary, and writing. The curriculum in the lower grades emphasizes phonemic awareness, phonics, reading fluency, and journal writing. Authentic literature, novel units, grammar, vocabulary development, and fiction and nonfiction writing give the older students the groundwork necessary to foster strong communication and comprehension skills.

The Math program at Saint Peter's School is a comprehensive accelerated curriculum. The students in grades PreK through 6th receive instruction of the next grade level's math standards. This acceleration will move up through 7th grade next year and then into 8th grade the following year. The concepts of number sense, computation, problem solving, measurement, algebra, and geometry are taught with the use of manipulatives, facts practice, and real life applications as the students move from concrete to abstract thinking.

Students access the scientific world through discovery, experiments, and analysis of data and research. Animals and their ecosystems; the earth and the solar system; simple machines, matter, and forces; environmental issues; and human biology are topics of this subject. Students learn these concepts through inquiry, writing activities, guest speakers, field trips, technology, and project-based learning.

The Social Studies curriculum covers communities, geography, map skills, American and World history and culture, economics, and current events. Technology allows our teachers to have access to primary sources and virtual tours; literature from a particular region or era deepens the lessons; and living so close to the nation's capital makes significant landmarks and documents available for the students to see firsthand.

Saint Peter's School exceeds the Department of Education's foreign language requirement. Students in grades 1–5 receive Spanish instruction once a week and the middle school students receive it three days a week. The curriculum includes prayers, vocabulary, grammar, history, and culture. The lower grades incorporate songs and role-playing, while the middle school students have a speaking/writing component and have integrated technology through the use of Skype so they receive real life experience communicating with a Catholic school in Argentina.

The visual and performing arts are essential courses when teaching to the whole child. Art and Music are taught to all students, while Choir, Band, Ballroom Dance, and Drama are offered to the middle school

students. The Physical Education program offers instruction on small and large motor skills, team-based sports, and whole class movement activities. The parish's Athletic Association includes football, basketball, lacrosse, soccer, and track teams for the students.

The academic curriculum is enhanced through the use of technology and a strong media program. Students in the middle school receive instruction in study skills and test preparation. The school counselor holds weekly classroom meetings to give voice to student concerns and to talk about topics such as friendships, bullying, and goal setting.

2. Reading/English:

Saint Peter's School uses an integrated reading and language arts program throughout all grade levels. The phonics, vocabulary, comprehension, story elements, grammar, and critical reading skills are more readily committed to memory when they are taught in tandem. Students are able to understand the purpose of learning each of the components and it becomes a reading experience.

Students in the lower grades receive strong phonics instruction to serve as a foundation for reading. They work with decodable books and leveled readers to develop fluency and comprehension. Reader's Theater provides a fun opportunity for students to read aloud and improve their expression. Speaking in front of their classmates also helps to build self-esteem and confidence. Writing begins with letter formation, sentence structure, independent spelling, journal writing, and one paragraph compositions.

When the students are in third, fourth, and fifth grade, the emphasis shifts from decoding and fluency to comprehension and reading to learn. Novel units are introduced to develop an appreciation of literature and to identify vocabulary, story elements, and reading skills within the context of a story. Critical thinking skills (compare and contrast, cause and effect, inference, etc.) are incorporated into the lessons. Students now read to find information and can discuss the author's purpose. Writing skills have been broadened to include 3-5 paragraph compositions that include personal narratives, persuasive essays, and letter writing.

Middle school students experience reading and writing throughout all subject areas. Critical reading and vocabulary development are crucial to success in high school, so the training begins here. Students discuss plot structure, characterization, foreshadowing, literature genres, and other reading skills. Writing now includes organizational and drafting strategies, textual proof, citing sources, sentence variety and structure, and formatting.

Although the classroom teachers differentiate instruction, students above or below grade level can also receive assistance from the full-time resource teacher and the reading specialist. Both of these professionals work with the individual teachers within the classrooms, and also lead the Student Assistance Team. This is a small group two teachers, a paraprofessional, the resource teacher, reading specialist, and the school counselor. The team identifies the student's strengths and weaknesses, reviews standardized testing data, discusses previously implemented instructional strategies, observes the student, and then develops a plan for success. Parents are brought in to discuss the plan and to bring some of the strategies into the home.

3. Mathematics:

After much discussion, the faculty of Saint Peter's School determined that the Math program did not meet the majority of the students' needs. Although the math standards were being taught, the faculty felt the students were prepared for higher skills. During the 2010-2011 school year, a new math series was introduced, more professional development was made available for the teachers, and the teachers in grades K-5 met on a regular basis to discuss the curriculum and instructional strategies.

By the end of the second semester, the teachers felt the students were ready for acceleration. The teachers identified the standards that had already been covered, assessed the students, and then skipped ahead in the series to new concepts and skills. By the end of the third semester, the children were assessed again and the teachers decided it was appropriate to move into the next grade level texts. Parents were kept informed of the process and agreed to work with their children over the summer to cover all unfinished standards.

Beginning in the 2011-2012 school year, students in grades PreK through 6th are now working in math texts that are above grade level. Children in 7th and 8th grade are already grouped by ability level, but within the next two years all grade levels will be accelerated. Discussion among the teachers continues on a regular basis, and they feel that the program is effective. Now they find that most of the children are now being challenged, and they have the time to work independently with the few students who struggle with math concepts.

This accelerated program uses a variety of instructional strategies and assessments to help each child reach his/her potential. In the lower grades the use of manipulatives, relevant story problems, and math fact practice provide a strong base for number sense acquisition. Parents are asked to support the program at home by helping their children memorize math facts, work money problems using real coins, and identification of shapes found around the home. As the children face more complex operations in the higher grades, the faculty uses technology, real-life applications, and problem-solving skills to ensure student mastery of the concepts.

It is through the collaboration among the dedicated teachers who were willing to work above the normal expectations and the cooperation of parents that Saint Peter's School is able to truly meet the math needs of the students.

4. Additional Curriculum Area:

Research has shown that there is an important relationship between the arts and academic success. Instruction in Art, Music, Drama, and Dance can improve a child's Reading, Math, and fundamental thinking skills. The learning environment of an arts-integrated curriculum promotes self-confidence, motivation, and appropriate social skills. For these reasons, Saint Peter's School is committed to enhancing the curriculum to include a strong arts program.

The visual art classes focus on giving the students the opportunity to explore a wide variety of materials and techniques. Students are encouraged to understand why art is important historically, culturally, and socially as a means for learning about the world around us. Introducing students to a variety of artists and art forms help the children discover their creative strength, expand their cognitive thinking skills, and how to conceptualize their ideas visually. A theme-based Arts Festival is held at the end of the year to showcase student talent.

Music classes and Choir provide an opportunity for students to learn the elements of music and develop an appreciation for different styles, cultures, and experiences. Information about Christian music and singers has been added to our curriculum. The choir sings at all school Masses and at parish events.

Students in grades 4-8 many join the instrumental band that is made up of brass, woodwind, and percussion instruments. The band plays at several school events and participates in the Archdiocese of Washington music festival in the spring. The band has consistently earned the top score at these competitions.

A Ballroom Dance unit has been incorporated within the middle school Physical Education curriculum. Students are taught the Waltz, Swing, Disco Hustle, and the Cha-Cha. Dance helps the students improve

their coordination, self-confidence, and social skills. A formal dance is held at the culmination of the lessons and students have the opportunity to show off their “moves.”

The Drama Club offers the 7th and 8th graders an introduction to the performing arts. These students may choose to perform or to work as part of the stage crew for the Spring Musical. The actors and actresses learn elocution, stage direction, reading music, dance numbers, and working as a team. The stage crew is responsible for set building, lighting, sound, costumes, and make up. The production has grown tremendously over the last ten years, in both size and quality. The students now perform the musical at the historic Olney Theater.

5. Instructional Methods:

The teachers at Saint Peter’s are both highly qualified and committed to their work. The collaboration and teamwork among the faculty is the cornerstone of the fine academic program. Aware that children learn in a variety of ways, the teachers continually look for new, successful strategies so that all children can learn. The vertical communication between grade levels provides the teachers with the history of each child. They are able to discuss effective methods and rule out unsuccessful ideas.

Pre-assessment of the students begins the educational process. Once the teachers know where each child is in the subject matter, they produce lesson plans that will introduce the standards at the appropriate level. Early identification of concern starts in the PreK and Kindergarten program with a speech and language assessment of each child by a trained speech pathologist. Academic readiness is tested very early in these grades so the teachers can plan their instruction knowing the level of each child. In the other grades, teachers use their pre-assessments to develop flexible grouping, identify learning styles, and design differentiated activities.

Reading instruction may incorporate multi-sensory techniques from the Orton Gillingham method. Progress monitoring and running records are used to track reading fluency and word decoding. Small and whole group instruction are used throughout all grades, and Reader’s Theater is used even in our middle school. Graphic organizers serve as tools and templates for writing. These include character maps, Venn Diagrams, T-charts, KWL charts, and predicting/prior knowledge tables. Hands-on manipulatives, science labs, and project-based learning activities can be found throughout the school.

Technology is integrated throughout the curriculum. Middle school students visited virtual museums and a science site to perform a frog dissection. Kindergarten students used the digital camera to photograph objects beginning with the letters of the alphabet and “inserted” these pictures to create a book. Fifth graders traced explorers’ routes on a large screen with the use of a Mobi, a wireless tablet, and then used student response systems (clickers) to measure student knowledge of the topic. Skype allowed the 6th graders to communicate in Spanish with 6th grade students in Argentina. Art class was enhanced when students created computer images of themselves in the Andy-Warhol style.

The faculty continues to seek methods to engage our students. As they learn more about brain research and effective teaching methods, they realize the need to continually update their instructional and assessment strategies.

6. Professional Development:

The faculty and staff of Saint Peter’s school recognizes the importance of reflection and growth in their professional education. The administration realizes that it is their responsibility to also provide life-long learning opportunities to the students and parents.

Blessed with a staff of talented and generous personnel, Saint Peter's utilizes the gifts of the faculty first. The Technology Coordinator gives workshops on new materials, as well as refresher courses on

programs and hardware already in place. The Reading Specialist works with teachers and models strategies. She has helped them with running records, reading in the content area, and has taught the paraprofessionals how to manage a reading group.

The faculty takes advantage of professional development money in the school budget and in Title II funding to continue their education. They keep their certifications current, and many are enrolled or have completed a Master's program. After using the standardized testing data to identify a large number of high-achieving students, Saint Peter's School partnered with Maryland State Department of Education. The state created a 3-credit course for the teachers on 'Teaching the Gifted Learner.' Teachers of Religion are required to be certified catechists through the Archdiocese of Washington. Saint Peter's faculty are in process or have met this expectation.

The school counselor brings numerous programs to both the students and parents. Using role-playing and games, she holds monthly classes in all grade levels. The topics have included friendships, handling conflicts, passive/aggressive behavior, bullying, and the budding interest in the opposite sex. She is also the facilitator of the weekly Classroom Meetings that are held in grades 3-8. These meetings are venues for students to learn communication strategies, peer mediation, and social skills.

For the parents, a "Coffee and Conversation" morning meeting is held once a quarter. These meetings are facilitated by the principal and school counselor. Topics have included the school's anti-bullying program, the Archdiocesan Personal Safety initiative, updates on the school's strategic planning process, and responsibilities involved in being an Archdiocesan pilot school for the new standards-based report cards.

The Archdiocese of Washington Catholic Schools Office also offers professional development for administrators, teachers, and parents. When the Standards Initiative was implemented, there were many workshops available to assist the teachers through this significant paradigm shift. Opportunities for working in professional learning communities keep the administrators abreast of the latest research. The Director of Special Education offers many workshops for parents throughout the school year on helping children with learning disabilities.

The faculty and staff truly believe that these opportunities for growth have played a significant role in the schools' continued improvement, both academically and culturally.

7. School Leadership:

Saint Peter's is a parish-sponsored school in the Archdiocese of Washington, D.C. Saint Peter's is guided by the directives of the Archdiocese of Washington, the policies of the Archdiocesan Board of Education, the regulations of the Catholic Schools Office, and the requirements of the State of Maryland.

The school's administrative team consists of the pastor, principal, and assistant principal. The pastor is the chief administrator of the parish. He works with the principal, who is responsible for the implementation of the school's regulations and internal operations. The assistant principal handles discipline and assists the principal, as necessary. The School Advisory Board provides advice to the school's Administrative Team. The Home and School Executive Board offers guidance on parent communication and fundraising/community-building activities.

The principal is responsible for the implementation of curriculum, standards of instruction, and quality of assessments. The vision and strategic planning serve as the guiding force of change and improvement of the school. Using student achievement data, goals are determined and strategies are identified to move the school forward. It is also the obligation of the principal to oversee the budget, personnel management, and the daily operations of the school.

The leadership team at St. Peter's has initiated several programs: a PreK program for 3 and 4 year olds; an

increase in the instructional minutes of the Spanish program in the middle school; the Classroom Meeting program for student communication and peer mediation in grades 3-8; study skills and test preparation classes in the middle school; and the commencement a 5-year strategic plan based on demographic data and a parent survey of needs and concerns.

Observation and evaluation of the faculty by the principal and assistant principal ensures the continuation of a strong academic program and rich Catholic identity. Providing opportunities for vertical faculty conversations and curriculum development keeps the school's vision and instructional goals in the forefront of the teachers' planning. Staff development on technology, reading strategies, teaching to the gifted learner, math acceleration, and social programs such as bullying prevention offers more depth of instruction for the students.

Consistent parent involvement adds that final layer to an already strong team of educators. Encouraged by the administration, the parents provide advice, emotional support, and a physical presence to the school. With the collaboration of the administration, faculty and staff, and the parents, St. Peter's School is able to educate the students through **academic excellence**, **faith formation**, and the **education of the whole child**.

PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

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

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$6900</u>	<u>\$6900</u>	<u>\$6900</u>	<u>\$6900</u>	<u>\$6900</u>	<u>\$6900</u>
K	1st	2nd	3rd	4th	5th
<u>\$6900</u>	<u>\$6900</u>	<u>\$6900</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$4000</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$7718

5. What is the average financial aid per student? \$713

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
20%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 64%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: 3rd/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	79	80	74	76	69
Number of students tested	38	39	53	58	51
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:					
The Archdiocese of Washington administered the TerraNova 2nd Edition for the 2006-2007 and 2007-2008 school year.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	76	81	77	74	82
Number of students tested	38	39	53	58	51
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:					
The Archdiocese of Washington administered the Terra Nova 2nd Edition during the 2006-2007 and 2007-2008 school years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: 3rd/2008 Publisher: McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	85	77	80	76	86
Number of students tested	39	49	55	50	47
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:					
The Archdiocese of Washington administered the TerraNova 2nd Edition for the 2006-2007 and 2007-2008 school years.					

12PV163

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

Edition/Publication Year: 3rd/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	77	76	80	81	80
Number of students tested	39	49	55	50	47
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:					
The Archdiocese of Washington administered the TerraNova 2nd edition in the 2006-2007 and 2007-2008 school years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: 3rd/2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	76	76	73	82	78
Number of students tested	52	54	49	50	54
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	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:					
The Archdiocese of Washington administered the TerraNova 2nd edition in the 2006-2007 and 2007-2008 school years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	75	75	71	78	79
Number of students tested	52	54	49	50	54
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	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:					
The Archdiocese of Washington administered the TerraNova 2nd Edition for the 2006-2007 and 2007-2008 school years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: 3rd/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	72	72	78	81	82
Number of students tested	53	50	49	56	58
Percent of total students tested	93	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	7	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:					
The Archdiocese of Washington administered the TerraNova 2nd edition in the 2006-2007 and 2007-2008 school years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: 3rd/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	77	74	76	69	71
Number of students tested	53	50	49	56	58
Percent of total students tested	93	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	7	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:					
The Archdiocese of Washington administered the TerraNova 2nd edition in the 2006-2007 and 2007-2008 school years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: 3rd/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	84	87	88	81
Number of students tested	46	51	57	55	56
Percent of total students tested	92	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	8	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:					
The Archdiocese of Washington administered the TerraNova 2nd edition in the 2006-2007 and 2007-2008 school years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

Edition/Publication Year: 3rd/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	82	81	78	77	78
Number of students tested	46	51	57	55	56
Percent of total students tested	92	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	8	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:					
The Archdiocese of Washington administered the TerraNova 2nd edition in the 2006-2007 and 2007-2008 school years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TerraNova

Edition/Publication Year: 3rd/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	82	75	86	83	86
Number of students tested	46	55	56	55	53
Percent of total students tested	90	100	100	100	100
Number of students alternatively assessed	5	0	0	0	0
Percent of students alternatively assessed	10	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:					
The Archdiocese of Washington administered the TerraNova 2nd edition in the 2006-2007 and 2007-2008 school years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TerraNova

Edition/Publication Year: 3rd/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	83	73	76	79	79
Number of students tested	46	55	56	55	53
Percent of total students tested	90	100	100	100	100
Number of students alternatively assessed	5	0	0	0	0
Percent of students alternatively assessed	10	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:					
The Archdiocese of Washington administered the TerraNova 2nd edition in the 2006-2007 and 2007-2008 school years.					

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