

PART I - ELIGIBILITY CERTIFICATION

12PV237

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

12PV237

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: Urban or large central city

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

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	0	0	0		6	23	29	52
K	26	30	56		7	22	32	54
1	28	33	61		8	22	31	53
2	33	26	59		9	0	0	0
3	28	32	60		10	0	0	0
4	35	25	60		11	0	0	0
5	29	31	60		12	0	0	0
Total in Applying School:								515

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % 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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2010	520
(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: $\frac{2\%}{8}$
 Total number of students who qualify: $\frac{8}{8}$

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

10. Percent of students receiving special education services: $\frac{8\%}{43}$
 Total number of students served: $\frac{43}{43}$

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>23</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</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>27</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>14</u>	<u>5</u>
Paraprofessionals	<u>3</u>	<u>6</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>2</u>
Total number	<u>55</u>	<u>13</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: 19:1

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%	97%	97%	96%	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?

*I am a Bulldog who cares.
I pledge to treat others as I would like to be treated.
I pledge to give my best effort in all that I do today.
I pledge to live and act as a disciple of Jesus.
(Blessed Sacrament Student Pledge)*

Mission

Blessed Sacrament is a parish based school dedicated to providing a quality Catholic education based on the message of Christ and the values of the Catholic Church within a caring community that promotes academic excellence and a life of service. Located in the Washington, DC neighborhood of Chevy Chase, Blessed Sacrament School has kept a faithful tradition of academic excellence since 1923. This tradition includes an emphasis on the development of the whole child with a special emphasis on Catholic identity.

Begun as a parish school by the Sisters of the Holy Cross, Blessed Sacrament School still continues to serve primarily students who live in the parish. Generally, over 90% of the students attending the school belong to the parish, and as space permits, the school welcomes the opportunity to enroll non-parishioners and non-Catholics.

Service

One essential component of the Blessed Sacrament mission is rooted in service to others, and as a result, the Blessed Sacrament community has traditionally been an exceptional model for works of charity. The Greg Gannon Food Drive, having just completed its 24th year, provides a compelling example of the service focus; the school community joins with the parish in late fall to collect donations of more than 50,000 cans of food from the surrounding neighborhoods. (This year, the Centennial year of our parish, we collected over 72,000 cans in a single day and over 112,000 cans for the year.) The collected food is then distributed to the Washington area's food kitchens.

The school year is replete with additional opportunities for students to contribute, to donate, and to raise awareness for meaningful causes including, but not limited to, the Fannie Mae Walk for the Homeless, Heifer International, Holy Family Hospital in Bethlehem, the Leukemia and Lymphoma Society, the Christ House in Washington, DC and the Moreau Nursery and Primary School in Uganda, East Africa.

Academics

Because Blessed Sacrament School firmly believes in education for the future, excellence is sought in all aspects of the curriculum. The administration and faculty direct their efforts towards continuous program evaluation, quality program development and professional growth and development. These continued professional development efforts enable the teachers to enrich the lives of those they teach by learning new classroom methods, implementing technology resources and studying current theories in pedagogy. Meeting individual needs and accommodating various learning styles serve as key principles in the school's teaching philosophy. Therefore, when a student requires additional classroom support, a member of the school Resource Team, in partnership with the classroom teacher, identifies individual academic needs. This work includes researching alternative assessments and selecting the appropriate classroom accommodations for the student to ensure that his/her full potential is realized.

Community

A significant characteristic of Blessed Sacrament School is the comprehensive focus on community within the individual classrooms and within the school as a whole. Helping to maintain this on going cooperative spirit is the school C.A.R.E. Theme: Courtesy, Acceptance and Respect for Everyone. This acronym is used as one of the community themes and is celebrated both in the liturgies and in the

everyday classroom environment. The middle school, grades sixth, seventh and eighth, continues to use the C.A.R.E. acronym with a new direction, emphasizing specific virtues necessary for healthy adolescent development: Courage, Altruism, Responsibility and Excellence.

Kindergarten through fifth grade use the Responsive Classroom model to build relationships within the classroom and to provide students with methods to hone social skills and to increase interpersonal relationships. Morning meetings, classroom message boards and scheduled sharing times promote a joyful, unified and respectful learning atmosphere. The enthusiastic dedication to this program by the faculty and the children promotes a school culture that respects and supports each individual.

Blessed Sacrament's middle school upholds the lower grades' community-building effort with the implementation of the advisory program. Based on the AMLE's middle school model and the seminal document, This We Believe, each student in grades 6-8 is assigned to an advisor who advocates for his/her academic and social well-being. In the advisories, students discuss school events, share personal achievements, participate in service projects and manage academic responsibilities. This daily presence of an adult advocate markedly increases the students' school participation and overall enthusiasm for learning.

Goal

Blessed Sacrament students are aware that they belong to an extraordinary community with a generous supply of resources and support. Blessed Sacrament School aims to foster a learning environment where students will welcome responsibility and will become faithful, intelligent, global citizens committed to making the world a better place.

1. Assessment Results:

Blessed Sacrament School is consistently one of the highest performing schools in the Archdiocese of Washington. Blessed Sacrament School administers the Terra Nova Third Edition standardized test to grades second through eight each spring as mandated by the Archdiocese of Washington. Every year, test results have been significantly above average, which indicates the curriculum meets or exceeds current academic standards, and confirms the effectiveness of intervention strategies.

The Terra Nova, developed by the CTB-McGraw Hill Company, is a norm-referenced test that provides assessment data showing achievement by individuals. It also compares achievement on a national percentile basis. The Terra Nova Second Edition was administered from 2005 to 2008. The Terra Nova Third Edition replaced the Second Edition in 2009 and is currently in use. The Terra Nova is administered in three parts, the Complete Battery, the InView and the Plus. Each section focuses on a specific area for assessment. The Complete Battery tests reading/language arts, math, science, and social studies. The test in fourth and seventh grade includes a brief constructed response component that evaluates content and writing skills. The InView is a cognitive ability test that assesses a student's aptitude in verbal, non-verbal and quantitative reasoning skills. The Plus assesses skills in word analysis, vocabulary, language mechanics, spelling and math computation.

The Terra Nova provides Blessed Sacrament with valuable information that helps the faculty evaluate student performance, curriculum and instructional strategies. Each summer, the principal does an extensive review of the most recent testing results. Mean Scale Score (MSS) is most frequently used for the data analysis. Examination of the MSS indicates that every score in Math and Reading for every cohort (3-8), from testing years 2008-2011, exceeds the current 'Terra Nova 3 School Mean Scale Score at 85th Percentile of National School Norms' listed for the 2011-2012 Blue Ribbon application. It is recognized that these cut scores may change from year to year, but it is an indication of the strength of the scores historically.

In fact, a deeper analysis shows that over the four year period from 2008-2011, of the 40 scores that are reported for grades 3-7 (four annual scores for five different grade levels in the two subject areas, reading and math), over half (26) of those scores would surpass the cut scores for the grade level *above which* they are applicable. For example, every fifth grade reading score for that period is above the current cut score necessary for the *sixth grade*. This is a clear testimony to the superior scores consistently attained by students at Blessed Sacrament. Further examination shows that the most common pattern is student scores tend to get stronger over time. This is additional evidence of the excellent education provided at Blessed Sacrament and the commitment by the students to consistently achieve.

The continued outstanding performance of the students at Blessed Sacrament is attributable to several significant factors. First, the students who attend Blessed Sacrament come from relatively advantaged backgrounds. For the most part there is a stable home environment, high levels of education in the family and significant prior knowledge that the children bring with them to school. Second, Blessed Sacrament has a strong, committed, collaborative teaching staff that works together, following a model of continuous improvement. Comprehensive analysis of Terra Nova scores identifies relative weaknesses in the overall curriculum. Critiquing of instructional materials and instructional techniques identify areas in which improvements can be made to maintain strong academics throughout the curriculum. In addition, Blessed Sacrament has a vigorous Resource Program in place to identify and respond to individual learning difficulties. When students begin to struggle, strategies are identified with the assistance of the Resource Team, the parents, the teachers and the child to address the needs of the student. By creating and maintaining high standards and by utilizing a flexible organizational model that identifies and responds to

the needs of the students, Blessed Sacrament is able to continue to achieve high levels of academic success.

As is evidenced throughout this document, Blessed Sacrament works consistently to identify and address learning difficulties and to support students who may struggle in certain areas. The support that these students receive allows them to achieve at optimal levels, and all of these students are included in the reported scores. However, there is significant evidence that the top performers are challenged as well. In addition to standardized test scores, other indices regularly demonstrate the strength of the top end of the academic program. Students are accepted annually into the most competitive private high schools in the Washington area and, of the 43 students who graduated from Blessed Sacrament in 2006, seven went to Ivy League colleges after high school. Each year the eighth grade honors class takes the National Spanish exam, competing against high school students; every year a number of Blessed Sacrament students receive Oro (gold) medals for their performances. Finally, the mode score for national percentiles in Math for the current eighth grade honors class (17 students) was 99%. Five students tested at the 99th percentile and four students tested at the 98th percentile for the Math test on the Terra Nova at the end of their seventh grade year.

2. Using Assessment Results:

Both formal and informal assessments are important educational tools at Blessed Sacrament School. Regular ongoing assessments help to monitor the scope and sequence of the curriculum and the academic progress of the students. Teachers have received in-service training on formative and summative evaluations to be used in the service of learning and in meeting the diverse needs of the students.

In addition to the overall analysis by the principal, teachers review the standardized testing results and use the information as part of the decision making process for classroom placement and for summer work. The school counselor and resource teachers study the scores to identify disparities between ability and achievement for individuals. They refer to the scores throughout the school year as student progress is discussed. The information gleaned from the overall analysis becomes part of the in-service meetings at the beginning of the school year. Individual student's grades or patterns noticed in subject areas across a grade level are discussed in an effort to provide the best quality education.

Other formal assessments help guide the teachers as they plan instruction and groupings throughout the school year. Kindergarten students are screened in the spring before they start at Blessed Sacrament. This information is reviewed by the kindergarten staff, a resource teacher and the school psychologist. Meetings are set up with parents to discuss concerns about students and plan instructional programs, as needed. In September, first and second grade reading skills are assessed using Individual Reading Inventories, as well as comprehension, phonemic awareness and phonics skill screenings. Third through fifth grade students are given the placement test for the Journeys reading series. The middle school teachers use input from the previous year's teachers and from the Terra Novas to ensure proper placement in classes, including honors classes offered in language arts, math and foreign language.

During the school year, student progress is assessed in a variety of ways. Quizzes, tests, projects and book reports provide information to the teacher and parents on the student's acquisition of concepts and skills. Rubrics are employed to help students improve their writing skills. Blessed Sacrament adopted the Houghton Mifflin Harcourt reading program, Journeys, this school year which provides weekly assessments for kindergarten through fifth grade students, as well as unit tests. Teachers also monitor student progress through discussions, observations, daily work and homework. Primary teachers use running records to track student's progress in reading. All information gathered is utilized to guide instruction and to identify areas of need or concern.

Blessed Sacrament School has established a "Problem Solving" program in order to assist teachers in meeting the needs of the students individually and as a group. Homeroom teachers and advisors meet by grade level or individually with a resource teacher each month to discuss student progress. One resource

teacher works with K-2 teachers, one with grades 3-5 and one with grades 6-8. At these meetings, teachers discuss concerns about student progress based on information from formal and informal assessments. The resource teacher and classroom teacher develop strategies and a plan of action to meet the student's or a particular group's needs. Information from these meetings is then shared with the school psychologist at weekly resource team meetings. Parents are invited to meet with the team as needed and when appropriate, referred to outside professionals for psycho-educational testing, speech and language, or occupational therapy evaluation for their child. When evaluation reports are received, a parent meeting is scheduled and a plan established to meet the student's needs.

Student progress is also assessed at the end of each school year. Teachers in grades K-5 administer end of the year reading and math tests. The middle school students take end of the year exams in all major subjects. The results from this testing help guide class placement for the following year and individual recommendations for summer work.

In addition to quarterly report cards, parents at Blessed Sacrament are kept informed of the student's progress in a variety of ways. Individual results from the Terra Nova tests are sent home with the final report card. Results for the school in general are presented at Home and School Association meetings. This information is also shared with the School Advisory Board by the principal. Parents of students in kindergarten to grade five receive Friday folders containing work and tests from the week. Middle school students and their parents are able to access the student's grades online through Edline, including scores on classwork, homework, labs, quizzes and test. In addition, teachers and parents communicate frequently through email. Parent conferences are held in conjunction with the first report card of the year. Other conferences are scheduled throughout the year as needed.

3. Sharing Lessons Learned:

Blessed Sacrament School and its administration and teachers have had many opportunities to share successful strategies with others in our region. Teachers throughout the Archdiocese of Washington have often gathered at Blessed Sacrament to discuss curriculum ideas and best practices. In addition, teachers and administrators from Blessed Sacrament have presented programs within the Archdiocese on topics such as: Study Skills, Developing Student Assistance Teams, Use of the Kurzweil, Meeting Special Needs within the K-8 School, Foreign Language in the Elementary School, Hands On Science and Kindergarten Readiness. Teachers from other schools have also come to Blessed Sacrament School to observe teacher techniques, talk about specifics of individual programs and coordinate expectations for socialization and curriculum (preschool to kindergarten).

Successful school strategies have also been shared in other ways. Panel discussions conducted in conjunction with parent leadership highlight programs such as Responsive Classrooms and are open to the entire community. Teachers have presented talks at the annual Archdiocesan Disabilities Conference hosted at Blessed Sacrament. Student teachers and interns from Catholic University share information on Blessed Sacrament's strategies and philosophy in their education classes. The weekly newsletter and teacher and school websites also help to communicate and share school successes. Students, too, get involved when they describe school activities and projects in articles for *The Northwest Current* (a local DC paper).

The principal attends monthly meetings with other Archdiocesan principals. Many teachers take graduate classes, sharing projects and papers and discussing curriculum and instructional techniques. The Social Concerns coordinators have met with teachers from other schools to share ideas about how to coordinate efforts to help those in need (most recently raising funds for the Heifer Project). Teachers and administrators have served on Middle States' Visiting Teams. The resource teachers participate in the Archdiocesan meetings designed to share successful approaches to working with students with special needs.

Finally, Blessed Sacrament Home and School Association recently sponsored a screening of the movie,

Race to Nowhere. This film focuses on disillusionment among contemporary American school children. Parents and educators from both the school community and other schools were invited to view the film at a local theater and participate in a discussion group to share views on how to better prepare our students to become healthy, happy community serving citizens.

4. Engaging Families and Communities:

Each year, Blessed Sacrament hosts the Levie Arts Festival. It is a three day event, started in 1985, created to develop students' curiosity and promote learning. The entire school is engaged in workshops and attends performances led by parents and community members. Kindergarten through fourth grade complete in-depth studies of Japan, Mexico, Africa and the rainforest while the remainder of the school participates in diverse classes including photography, improvisation, graphic design, theater, rebus writing, video/TV production, baking and drawing. Parents, teachers, local artists and professionals either conduct workshops at the school or are visited by small groups to share their talents.

The eighth grade Shakespeare play is another special community experience. The students take part in the Folger School Shakespeare Festival, performing their production on the Folger stage in Washington, DC. It is written, produced, and directed by a former school parent who has volunteered for this endeavor since 1999. Every year the eighth grade students, competing primarily against high schools, have been awarded one of the top prizes, honored for either Shakespeare spirit or comedic acting.

A third community link includes the school's relationship with Politics and Prose book store. Regular visits allow students to meet celebrated authors, listen as their stories are read, and discuss their works. Some of these authors have included John Feinstein, Jacqueline Woodson, Gary Schmidt, Andrea Pinkney, John Stokes, William Joyce, and Jane O'Connor.

Through these activities and tapping into the experience and talents of current and former Blessed Sacrament parents (author Casey Carter facilitated a parent discussion following the showing of *Race to Nowhere*; Judge William Rowan shared the work of the courts; former Fox political reporter, Major Garrett, opened students to the world of journalism), Blessed Sacrament students are exposed to, and invited to participate in, a world of varied interests and opportunities.

In addition, students participate in a variety of field trips in the DC area to broaden their academic exposure. The culture and style of art is examined through visits to the National Art Gallery, Museum of African Art, and Hillwood Museum as well as the Renwick, Corcoran, Hirshhorn, Freer and Phillips Galleries. The social studies teachers enhance curriculum with visits to Annapolis and Mount Vernon and tours of DC memorials. The science curriculum is supported with visits to the Environmental Research Center on the Chesapeake Bay and the Walter Reed Medical History Museum.

1. Curriculum:

Blessed Sacrament School believes in the concept of education for the future, and is determined to strive for excellence in all aspects of the curriculum. Blessed Sacrament School follows the Archdiocese of Washington's Standards of Learning.

Religion

Blessed Sacrament School's primary goal is to direct the child toward a mature Christian life. The achievement of growth into a life of full participation within the Christian community is nurtured within the school setting. Instruction is based upon the tradition, values and teachings of the Catholic Church.

Language Arts

Language Arts instruction is designed to develop phonemic awareness, spelling, vocabulary, handwriting, grammar, fluency, comprehension and the process of writing. A balanced literacy approach is used in grades K-2 where the majority of the literacy instruction is done in small guided reading/writing group with the assistance of para educators. Grades 3-5 continue to focus on specific skills for comprehension through basal reading series and novel studies.

The Step Up To Writing program helps build strong writing skills beginning with simple paragraphs and letter writing and moving to more sophisticated multi-paragraph papers. The middle school language arts program focuses on high school preparation. Students learn to respond to various literacy genres using interpretive and evaluative processes. Students demonstrate their mastery of grammar, language usage and vocabulary through their writing of multi-paragraph essays (expository, persuasive, and comparative), speeches, and poetry.

Math

Math instruction is designed to develop number sense, computation, measurement, geometry, algebra and functions. Grades K-2 uses the hands-on, manipulative based Saxon Math program to develop these early math skills. Grades 3-8 begin to differentiate instruction through instruction grouping with the majority of the students continuing with the Saxon program. Children are grouped according to ability, allowing students the opportunity to learn at an appropriate pace.

Science

Students study life, physical/earth sciences and astronomy through discovery and interaction along a K-8 continuum of knowledge and skills. Students learn the scientific inquiry method, experience project-based learning, hands-on experimentation, scientific writing, research projects and technology applications. The lower school science coordinator assists K-5 classroom teachers in completing weekly science labs. Middle school uses an integrated science program covering biology, chemistry, earth science, life science and physics through SMART board presentations, weekly labs and lab reports, lecture and hands on activities.

Social Studies

Instruction begins with characteristics of families and proceeds by grades through studies of communities, DC and Maryland, American history and ancient civilizations. Grade level courses include the five themes of geography (location, place, human-environment interaction, movement and region), civics, economics, cultures, belief systems, social systems and political systems. Critical thinking, visual literacy and primary sources are emphasized. Instruction is presented in various ways across the grade levels.

Foreign Language

Blessed Sacrament School offers foreign language instruction of Spanish and French in grades 1-8.

Students receive 60 minutes/week of instruction in grades 1-2, 90 minutes/week in grades 3-5, 135 minutes/week in grade 5, and 180 minutes/week in grades 6-8. Blessed Sacrament School is in compliance with Blue Ribbon foreign language requirements.

Physical Education

All students participate in activities to develop motor skills, fitness and endurance, and in the Presidential Fitness Program. Instruction stresses cooperation, fair play and sportsmanship.

Art

The K-8 art program is designed to develop art appreciation and creativity through art projects using different media and through field trips to various art museums. Art is celebrated at Blessed Sacrament School during our annual Levie Arts Festival.

Music

Students learn elements of music through performance including singing, playing rhythm instruments and recorder. Cross-curricular teaching is implemented through the music classes.

2. Reading/English:

Students at Blessed Sacrament School are encouraged to be engaged, lifelong readers. To ensure this, Blessed Sacrament's reading curriculum uses a balanced approach to literacy, designed to align with the academic learning standards of the Archdiocese of Washington. Students in kindergarten through fifth grade are offered opportunities throughout the day to hear modeled reading, actively read challenging texts with peers and choose books based on their own interests at their appropriate reading level. A strong emphasis is put on developmental learning beginning in kindergarten. Our program combines flexible and leveled, guided reading groups with independent reading so students may experience diverse reading opportunities and teachers may accommodate and differentiate instruction to meet the needs of all learners. Our resource team is always available to assist those learners who experience any difficulty in the reading process.

This year, the school adopted Houghton Mifflin Harcourt's Journeys. This reading series employs a cyclical approach to reading that allows for developmental instruction and application. The reading instruction encourages a sound understanding of phonics and phonemic awareness so our students may be able to read fluently. In sixth through eighth grades, students are exposed to a variety of genres and authors. In addition to the literature text, students read at least one novel each quarter including classics and award winning selections. Students are expected to identify key elements in plot structures and character development. All students from kindergarten through eighth grade are expected to utilize inferential questioning during their reading and participate in extended thinking discussions to apply practiced comprehension skills.

To maintain an interest in and a desire for reading, Blessed Sacrament students have many alternative opportunities for reading enrichment. Students in second through eighth grades visit a local bookstore to hear presentations from accredited authors. This opportunity allows them to learn about the writing process and better understand the author's main purpose. Parents are often invited to the classrooms to read to the students so they may hear what high quality reading sounds like. In the middle school, the eighth grade literature club, First Readers, critiques the new library books and makes grade level recommendations. All students in the school are regularly introduced to new books and expected to choose from various genres available in the library. Finally, to support and encourage summer reading, the school provides a list of various and engaging literature choices.

3. Mathematics:

Math skills and concepts are introduced and developed in kindergarten through second grade through implementation of the Saxon Math program. The program is uniquely characterized by the extensive use

of math manipulatives and the integration of daily lessons into morning meetings (which are also part of our Responsive Classroom initiative). If a child demonstrates significant difficulty learning the basic and required math, then one of the resource teachers can be consulted. Collaboration with the resource team provides early intervention for struggling students. Individualized or small group instruction can be provided and learning differences can be identified.

Saxon Math is continued in grades three through five for students who would benefit from the review and reinforcement it provides, while other students are introduced to a Houghton Mifflin text series. Manipulative materials are still important for introducing concepts at all levels, but interactive technology becomes a significant component of math instruction. Teachers use varied resources and activities to enrich the content. Students can choose to participate in an on-line competition offered by Mathfax. To provide greater challenges or increased remediation, our schedule is designed to allow seamless transfers of students from one math group to another. The process of evaluating a child's progress and placement is shared and ongoing. Teachers continue to work closely with the resource department on behalf of individuals who struggle. An honors math group is not identified until students enter middle school.

Our middle school math program groups students according to their abilities, but scheduling continues to permit changes in a child's placement whenever appropriate. Students in grades six through eight use either a Saxon or Houghton Mifflin text. Enrichment and on-line competition through Mathfax continue. Honors students are prepared to complete a full year of freshman level algebra in the eighth grade and can expect to place out of Algebra I on placement tests administered by area high schools in the spring.

4. Additional Curriculum Area:

The religion curriculum at Blessed Sacrament School encompasses formal teaching and the lived experience within a caring Community of Faith. Primary among its goals is to inform and enrich a sense of what it means to be a Catholic Christian and to foster growth into a way of life that reflects the Gospel message. Faithful to the school's mission statement, Blessed Sacrament is "dedicated to providing a quality education based on the message of Christ and the values of the Catholic Church". Sacramental catechesis for the reception of Penance, Eucharist and Confirmation is an integral part of the curriculum in second and eighth grades respectively. All teachers of Religion are certified catechists. The school's C.A.R.E. (Courtesy, Acceptance and Respect for Everyone) initiative, expressed in a daily pledge, calls for an individual commitment to the practice of Christian values and "to live and act as a disciple of Jesus". Classroom prayer is an important component of catechesis, allowing students to participate in a variety of prayer forms. Spontaneous prayer is modeled and encouraged. The aforementioned commitment to service (see Summary) is another key component to our religious dimension.

Religion is taught as a distinct class but is also integrated across the curriculum. The special relationship between music and religion is one of the best examples of this integration. Rich, meaningful experiences of liturgy, prayer and ritual enable students to grow and mature both personally and spiritually. Opportunities are provided at school liturgies for the choir and cantors. The children's choirs are the leaders of song for all school liturgies and have performed at the National Shrine of the Immaculate Conception in televised masses for shut-ins, St. Matthew's Cathedral, the Franciscan Monastery and St. Malachy's in New York City, as well as being a large presence in the parish community.

The broader music curriculum includes instrumental music and Blessed Sacrament bands have been receiving top honors from the Washington Music Teachers Association for more than two decades. Additionally, Blessed Sacrament Theater is celebrating more than 20 years of spring musicals which offer any child from kindergarten through eighth grade the opportunity to participate; the average number of participants is well over 300 students.

Identifying ways to incorporate music and art and religion into the core content areas is one of the challenges that Blessed Sacrament eagerly accepts and builds upon each year.

5. Instructional Methods:

Blessed Sacrament responds to the needs of students through differentiated instruction. Professional development in Gardiner's Theory of Multiple Intelligence, Bloom's Taxonomy, The Differentiated Classroom and the F.A.T City Workshop have prepared teachers to attend to the individual needs of each student and differentiate content, process, or product based on the student's learning style, readiness, ability and interests.

Understanding the needs of each student is crucial to planning differentiated instruction. Transition meetings at the beginning of each year give teachers the opportunity to pass on essential information regarding each student's academic and social emotional needs and abilities. Resource teachers meet with classroom teachers to educate the faculty on the strengths, weaknesses and accommodations of children with documented learning disabilities. Standardized test results are reviewed and ongoing diagnostic assessment allows teachers to respond to students' needs as they change throughout the year.

Classroom instruction is primarily teacher directed. Classroom teachers implement a range of differentiation strategies that benefit all students, but especially those with specific learning needs. Teachers incorporate hands-on activities, manipulatives, movement, music, art, dramatization and technology into their instruction. Special area teachers coordinate with classroom teachers on many integrated projects. Lessons address different learning abilities by including varied questioning strategies, assignments and supplementary materials. The lower school uses leveled readers and relevant challenge work is given to stronger students. The upper school differentiates instruction with honors groups in language arts, math, and foreign language. Smaller math classes are added when a slower paced, more hands-on approach is needed by a group of students.

The Blessed Sacrament resource team provides services to help meet the instructional needs of students. The team works with classroom teachers to develop interventions and they provide instruction to students with diagnosed learning disabilities. Resource teachers work with students individually and in small groups to provide intense direct instruction and are available to co-teach in classes that have a population that requires more intense remedial instruction. Learning tools that improve student performance include Kurzweil software, books on tape, textbook CD's, organizational tools and leveled instructional materials.

Technology is integrated throughout the curriculum and provides many opportunities for differentiated instruction. Teachers regularly use interactive technology including MimeoTeach and Smartboard to engage students visually and auditorily. PowerPoint and Prezi presentations are used as instructional tools and allow students a different venue for project based work in the middle school.

6. Professional Development:

The professional development plan at Blessed Sacrament School increases the staff's ability to improve student learning. The plan is flexible and allows for both individual growth and broader staff development.

Teachers have access to Title II funds and school funds to further refine their teaching expertise. This funding is used to achieve and maintain certification and to pursue and attain Masters degrees. Funding has also allowed staff members to attend seminars and workshops presented by national organizations (e.g. National Council for the Social Studies) and summer conferences and institutes (e.g. the Confratute at the University of Connecticut).

As curriculum areas are evaluated on a rotating basis, teachers also receive training on implementation of new programs and materials. This year the teachers have participated in training that will assist them in implementing the new reading series, Journeys. Teachers not only meet with facilitators from the publisher, but also meet as grade level teams to share ideas and support one another.

Another major initiative has been the implementation of the Responsive Classroom model in grades K-5. As a response to teacher observations and feedback from the parent community, a goal of creating a more positive school culture was identified. A School Culture Committee was formed with parents and representatives from the school staff. Several options were considered, but the Responsive Classroom model was selected as an appropriate vehicle to effect change in the school culture. During the last week of the summer, the K-5 staff attended 30 hours of intensive training to implement the model in classrooms this school year. The trainer then returned for a full day at the beginning of October to complete the training after the staff had an opportunity for hands-on experience conducting Morning Meetings and implementing the strategies.

A final area of focus for professional development is technology. Teachers in every school vary widely in their capacity for and application of technology skills. Blessed Sacrament endeavors to offer each staff member the training that is appropriate for their level of current expertise. From assistance in entering and maintaining gradebooks on Edline to advanced uses of interactive technology like Mimeo, there are opportunities for further understanding of technology and a deeper appreciation for how its use can improve classroom instruction.

7. School Leadership:

Blessed Sacrament School operates under the guidance of the Archdiocese of Washington. The administrative team consists of the pastor, the principal and the School Advisory Board which is comprised of school parents, parishioners, the Home and School president, and faculty representation. The School Advisory Board gives input on policy decisions, but the pastor has ultimate authority. The day-to-day school operation is managed by the principal.

This is the fourth year the principal has been at Blessed Sacrament. As a graduate of the school, he has been a life-long member of the parish community and has extensive knowledge of the history, goals and vision for the school in the context of parish. He is involved in many aspects of the students' activities from athletics to musical productions and is a guiding presence in the lives of the children and their families.

The curriculum standards are mandated by the Archdiocese of Washington.

The principal, in collaboration with the faculty, plans and implements the goals for each year. These goals are not only academic but also involve ways to improve school culture and interaction within the school community. At Blessed Sacrament, the primary goal is to direct the child toward a mature Christian life. The principal assures this by regularly scheduling Eucharist celebrations, leading communal prayer and by participation in schoolwide liturgical events.

There are weekly meetings, either as entire faculty or by department/level. These meetings are used to address curriculum, best practices and on-going school initiatives. The principal ensures that all areas of the instructional needs are being met and addressed by the appropriate member of the staff. The administration and faculty strive to identify individual needs, research available alternatives and select the best course of action for each class or student. The strength of the school is the dedication of the administration and faculty to treat and care for each individual.

The style of leadership is collaborative and flexible. Each staff member is supported and valued in the school community. All are expected to work for the continued academic excellence and spiritual growth of the children whom they serve.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV237

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>\$8300</u>	<u>\$8300</u>	<u>\$8300</u>	<u>\$8300</u>	<u>\$8300</u>	<u>\$8300</u>
K	1st	2nd	3rd	4th	5th
<u>\$8300</u>	<u>\$8300</u>	<u>\$8300</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) \$9773

5. What is the average financial aid per student? \$280

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
3%

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

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	650	651	650	634	643
Number of students tested	65	58	51	63	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					

12PV237

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	654	662	667	661	662
Number of students tested	66	58	51	63	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					

12PV237

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	661	663	658	669	664
Number of students tested	58	52	61	58	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					

12PV237

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	675	672	671	686	681
Number of students tested	58	52	61	58	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					

12PV237

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	683	678	684	677	663
Number of students tested	52	59	58	53	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					

12PV237

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	687	683	690	692	689
Number of students tested	52	59	58	53	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					

12PV237

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	706	698	698	699	704
Number of students tested	57	63	44	45	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					

12PV237

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	690	698	690	694	697
Number of students tested	57	63	44	45	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					

12PV237

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	729	712	717	717	729
Number of students tested	56	43	45	47	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					

12PV237

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	704	696	702	709	702
Number of students tested	56	43	45	47	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					

12PV237

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	731	728	727	740	737
Number of students tested	39	45	48	43	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					

12PV237

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	715	710	711	727	717
Number of students tested	39	45	48	43	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					

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