

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Miss Christie Anne Short

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Patrick's Catholic School

(As it should appear in the official records)

School Mailing Address 4101 Norbeck Road

(If address is P.O. Box, also include street address.)

City Rockville State MD Zip Code+4 (9 digits total) 20853-1898

County Montgomery

Telephone (301) 929-9672 Fax (301) 929-1474

Web site/URL http://www.stpatrickadw.org E-mail christianne.short@stpatrickadw.org

Facebook Page

http://www.facebook.com/St-Patricks-Catholic-School-Rockville-

Twitter Handle _____ MD-264419076994067/ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

_____ Date _____

(Principal's Signature)

Name of Superintendent*Mr. William Ryan E-mail ryanw@adw.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Washington Tel. (301) 853-4508

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

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Rev. William Foley

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

_____ Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	8	16
K	12	11	23
1	11	11	22
2	14	7	21
3	11	14	25
4	17	12	29
5	16	11	27
6	12	14	26
7	16	13	29
8	12	16	28
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	129	117	246

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 5 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 78 % White
 - 10 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2014	246
(5) Total transferred students in row (3) divided by total students in row (4)	0.008
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 0%
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0

8. Students receiving special education services: 14 %
35 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>23</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>4</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>0</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	97%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

St. Patrick's School provides a Catholic education in a nurturing community. Students experience self-worth, a strong relationship with God, and develop to their fullest potential.

PART III – SUMMARY

St. Patrick's Catholic School in Rockville, Maryland is a parochial school in the Archdiocese of Washington. St. Patrick's holds accreditation with the Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools as well as AdvancED.

enrichment activities including International Night, Geography Week, Invention Convention and Cardboard Challenge, Wax Museum, Science Fair, and Shark Tank. Field trips, assemblies, and guest speakers expand lessons.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Patrick's provides daily instruction in religion, language arts, mathematics, science, and social studies. Instruction is guided by Archdiocesan standards, assessment results, textbook resources, and technology innovation. Small groups for reading and math, resource support, and a focus on creative teaching strategies allow for student needs to be identified and served across all core curriculum areas. Curricular choices and instructional methods are informed by the scientific evidence for best practices.

Reading/English

Through a variety of teaching methods including whole group instruction, small groups, fluency practice, independent reading, and differentiated instruction, students exceed archdiocesan expectations. Spiraling instruction is provided in prekindergarten through grade six. Students explore reading through a variety of formats, including anthologies, leveled readers, picture books, novels, textbooks, and magazines. Higher level thinking skills are developed through writer workshops and literary circles in junior high. These students analyze and interpret literature of various genres which enrich their understanding and connect essential ideas. Students in grades six through eight are accelerated twice weekly in homogeneous groups allowing for greater teacher and student-led discussions to amplify connections to novels. Students engage in discussions, analysis, and writing assignments that demonstrate understanding of the author's purpose and literary techniques.

Journaling and reflective writing are integral parts of the language arts program. Students are encouraged to think critically and construct evidence-based written responses. Primary grade students are introduced to basic grammar, sentence structure, and paragraph formation. The elementary curriculum builds on this foundation as students read and respond to all literary genres. Teachers at all grade levels develop cross-curricular lessons to enrich formal and informal writing. Students write daily and expectations are modeled through guided writing activities, peer editing, and rubrics. Students begin writing in kindergarten continuing through eighth grade using the 4-Square Writing model. The writing program includes common vocabulary and graphic organizers, which enhances success in written expression. In grades seven and eight, language arts is taught as an integrated program that includes literature analysis, writing, grammar, vocabulary development, and study of short stories and poetry.

Mathematics

The mathematics program is a rigorous and accelerated cross-curricular program focusing on students' individualized needs. Teachers strive to increase student potential with a solid foundation in concrete operations and conceptual understanding while encouraging confidence. Key elements of instruction include guided practice, cooperative learning teams, manipulatives, independent practice, and use of technology. In prekindergarten through eighth grade, a variety of strategies and techniques are utilized to meet the needs of students. Teachers communicate objectives clearly so that students understand the learning goal. Pre-assessments are used to identify student readiness. Formal and informal assessments are utilized regularly at all grade levels. Emphasis is placed on developing mastery of problem solving strategies, building mathematical vocabulary, and solving real world problems. Third and fourth grades build on more complex properties of operations and numbers, algebraic notation, and variables and equations. Students in grades six through eight transition to advanced concepts in geometry, measurement, and applications strengthening students' abilities to communicate observations, strategies, and solutions to present and analyze mathematical data. Our graduates often place into honors, advanced, and S.T.E.A.M classes in high school.

Science

The science program is inquiry-based, focusing on the scientific method and experimentation. The program is designed to facilitate learning and increase scientific literacy. In addition to textbook assignments, students are taken from the concrete to the abstract while manipulating and internalizing science concepts throughout this process. Students analyze, observe, and discover with hands-on laboratories to gain proficiency in science. Technology is used to facilitate access into the scientific world. Teachers incorporate videos and websites allowing students to learn more about topics at hand.

Social Studies

The curriculum encompasses the study of communities, American History, world history, world cultures, economics, government, geography, and current events. Due to the geographic location of St. Patrick's School, teachers are able to utilize the historic and cultural centers of Annapolis, Baltimore, and Washington, D.C. to experience and explore beyond the textbook. Units are greatly supplemented with student field trips. Students in fourth grade spend one semester focusing on Maryland's history, geography, natural resources, and economy.

Preschool

With full/half day options, our Prekindergarten program offers four-year-olds a faith-filled environment with easy transition into our kindergarten. The program focuses on the development of the whole child (cognitive, communicative, socioemotional, and motor skills). Students participate in physical education/movement, music, and art classes. Instruction is in a play-based learning environment allowing preschoolers to make critical gains in key school readiness abilities, including alphabetic knowledge, phonological development, concepts about print, and numeracy skills. There is one classroom teacher and instructional assistant, creating a 1:8 teacher student ratio. It is licensed by the Maryland State Department of Education Child Care Administration.

2. Other Curriculum Areas:

St. Patrick's Catholic School's core curriculum is supported by strong programs in fine arts, library, physical education, Spanish, technology, and religion. Integrating concepts across the curriculum strengthens student understanding and knowledge by incorporating varied modalities and instructional practices.

The fine arts program at St. Patrick's is comprised of weekly art and music classes, along with elective band and choir activities. The weekly art classes encourage creativity through a variety of mediums which fosters understanding of major artistic approaches. Music classes instruct children in note reading, singing, basic instrumentation, history of music, and famous musicians. Students in Pre-K through eighth grade integrate the elements of music through performance including an annual Christmas pageant. Students may participate in the band in grades 4-8 while students in grades 3-8 may join the choir.

Physical education instruction focuses on gross motor skills, movement, spatial awareness, and team sports. The objective of the P.E. program is to develop the students' knowledge, skills, and interest in lifelong physical fitness and wellness behaviors. The St. Patrick's School and Parish participate in Catholic Youth Organization sports including, soccer, basketball, softball, cross country, and track and field. Students in Pre-K through grade 8 participate in P.E. classes twice weekly.

Students as young as Pre-K through grade 2 receive weekly Spanish instruction. In third through sixth grade, students explore the Spanish language and culture twice weekly. Students speak, hear, read, and write in Spanish. A variety of instructional methods are used by a native speaking teacher to facilitate student understanding and appreciation of the material in interactive and engaging manners. In the seventh and eighth grades, students receive Spanish instruction four times each week with a focus on grammar and fluency. Latin is also offered to our 8th graders, four times per week. St. Patrick's Catholic School is in compliance with CAPE's foreign language requirements.

Library and technology classes are integrated. Research skills, information literacy, and literature appreciation are key components of the library program. Technology is interwoven into classroom lessons through the use of Ipads, laptops, Chromebooks, Elmos, and LCD projectors. Technology is utilized in all subjects and in all grades. In kindergarten through sixth grade, computer education is part of the weekly curriculum. Students learn basic use of the computer, Internet navigation, Microsoft Office, and coding skills. Students in seventh and eighth grade are prepared to enter a technologically advanced world as all technology standards are incorporated into their academic classes. All students are given a subscription to a Microsoft 365 account, therefore allowing our students to collaborate and communicate with teachers and peers.

The “Odyssey of the Mind” program is offered to students in grades 1-7 on a weekly basis. This program teaches students to actively explore creative problem-solving methods. Students learn to think divergently via open-ended problems from a variety of content areas such as math, science, language arts, social studies, physics, logic and reasoning, art, music, technology, and drama.

The Roman Catholic faith forms the foundation of all instruction and classroom interaction. The religion curriculum emphasizes the study of Catholic doctrine, scripture, moral and ethical formation, prayers, liturgy, and worship. Weekly, students participate in the daily parish Mass as servers, lectors, and gift bearers. With support from classroom teachers, students in each grade plan a weekly school Mass in which they lector, compose the Prayers of the Faithful, choose music that coincides with the scripture readings, and lead all in school wide service. Sacramental preparation includes Reconciliation, First Communion, and Confirmation. Students attend Penance Services during the Advent and Lenten seasons. Second graders host our annual May Crowning and fourth and seventh graders lead Thanksgiving and Catholic Schools’ Week prayer services. Students and teachers gather every morning with the pastor and/or parochial vicar of St. Patrick’s Church to listen to the Gospel, pray, celebrate birthdays, and recite the Pledge of Allegiance. During the time gathered as a school community, students offer petitions, and we highlight important events occurring for families in our school community. This is a wonderful opportunity to become centered as a school community as we begin our day living in our faith.

3. Instructional Methods and Interventions:

St. Patrick’s engages and motivates students through differentiated instruction. Teachers utilize a variety of instructional strategies in their lessons. Student performance is enhanced by the use of technology, textbooks, leveled materials, scaffolding, manipulatives, individual white boards, and organizational tools. Differentiation is provided across all subject areas through whole, flexible, and ability groupings. Instruction is aligned with the Archdiocesan curriculum standards, and objectives and benchmarks established for each new unit. Each unit begins with the spiraling of prior knowledge to new concepts; teachers use varied assessments and immediate feedback to determine content mastery before unit completion.

Pre-assessment and Scantron standardized test data are analyzed and used to drive instruction. Further, individualized instruction is aided by daily technology usage by teachers and students. Interactive white boards and Elmos enhance student participation and lessons, and content knowledge is solidified by a variety of technological tools (e.g. two I-pad carts, a centralized computer lab, and a Chromebook cart). Junior high students use technology for research or to complete assignments and projects. Children with learning disabilities receive curriculum support from resource teachers through small group and one-on-one instruction, as well as accommodations. Supports are provided via push-in activities within the regular classroom, as well as pull-out sessions.

Reading classes in grades one through four are differentiated to provide individualized instruction. In kindergarten through second grade, there are fewer than ten students in each reading group; an instructional assistant and resource teacher support the classroom teacher. In grades three and four, reading groups consist of approximately thirteen students. Leveled readers and materials are used to differentiate instruction within the heterogeneous classroom. Word walls are apparent in prekindergarten through grade three.

Math classes in kindergarten through grade four are offered in small group settings with a ratio of one teacher for approximately ten students. Fifth, sixth, seventh, and eighth grade math classes are differentiated by ability, allowing for accelerated learning while supporting continued development of multi-conceptual skills for grade level students. Classes are grouped homogeneously, allowing for a 13:1 student/teacher ratio.

Cooperative techniques are also implemented to enhance instruction. Throughout each day, teachers provide opportunities for peer-to-peer learning. Through these varied types of learning, students are developing their cognitive and academic abilities, strengthening their skills in organizing and planning, learning to work

collaboratively with others, and developing leadership skills by giving and receiving feedback from teachers and peers alike.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

St. Patrick's has implemented a layered, comprehensive, and integrated approach to assessment in order to enhance pedagogical approaches at the individual, classroom, grade, and school levels. A combination of formative and summative assessments are utilized to refine instruction and improve student learning. Specific techniques include: a) the incorporation of white boards and exit tickets to immediately identify knowledge gaps during and after lessons; b) portfolio reviews to provide multi-model developmental indicators; c) criterion-referenced and standards-aligned quizzes and tests; and d) standardized norm-referenced assessments three times a year to examine trajectories in academic achievement.

The staff at St. Patrick's collaboratively review assessment results to address individual student needs as well as to solidify teaching strategies and curricular initiatives across grades and the school. For example, teachers from the elementary and middle school grades engage in vertical team meetings to strengthen and align instruction on specific content areas. In addition, horizontal teams meet at each grade level to improve cross-curricular instructional practices. Moreover, St. Patrick's is fully dedicated to meeting the specialized needs of students with learning disabilities. Resource teachers, classroom staff, and the principal examine the progress of each student with academic needs on a quarterly basis and develop individualized plans that support their success. Finally, the principal plays a critical role in assessment, engaging in frequent classroom observations and identifying pedagogical objectives based on assessment results.

Parents, students, and the community are full partners in student learning and outcomes. Assignments and grades are communicated on a daily basis via paper (for lower grades) and an electronic software program (for upper grades). Emails and individual meetings are encouraged between families and teachers to supplement formal conferences where quarterly grades and standardized assessment results are discussed. School-level academic achievement scores are posted at back-to-school nights, and a school-wide parent meeting has been held to assist parents in interpreting assessment results.

Striking improvements in student and school performance have resulted from this comprehensive approach to assessment and instructional practice. Mathematical achievement increased by ten percentile points, from 75% in the 2013-2014 academic year to 85% in fall 2015. In turn, reading achievement improved by six percentile points, from 75% in 2013-2014 to 81% in fall 2015. In order to sustain such pronounced gains, St. Patrick's is committed to incorporating qualitative and quantitative assessment methodologies to support student learning and outcomes.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. Patrick's School clearly articulates its mission, celebrates its strengths, and identifies areas of needed growth. The school community is caring and passionate about living the Gospel message of Jesus, and we are committed to the ongoing growth and development of our academic curriculum as we strive to educate the whole child. The staff has a vested interest in continuing the work currently happening in our school while striving to expand school goals, academic successes, and personal certifications. The staff feels valued and supported in this process by a combination of monthly breakfasts, birthday celebrations, junior-senior teacher mentors, faculty meetings, and professional development activities.

St. Patrick's parents can expect a Catholic school that has a community climate permeated by the Gospel spirit of freedom and love. St. Patrick's Catholic School is a place that recognizes each student as a unique person, loved by God, and in a lifelong process of development, learning, and faith. Teachers encourage each child's efforts and see mistakes as opportunities for growth.

The closeness of our school community is reinforced through our "Buddy Program," where younger students are paired with older students for the duration of their time at St. Patrick's. The buddy system provides opportunities across the ages to develop strong, caring friendships. Our older students develop into strong leaders modeling kindness, compassion, love, respect, and responsibility for their buddies. The buddy system also supports socioemotional and academic growth in the younger students.

Students are supported and a positive community is fostered through various peer-nominated student recognitions and awards throughout the year. Each quarter, students from each classroom are recognized for displaying respect, kindness, or compassion. At the end of each year, one child per class is awarded the Principal's Award. This award is given to a child who exemplifies Christ's mission by what he/she says and does in the classroom.

One of the most beautiful examples of our school climate is the commitment our families have adopted in the desire to serve. Following Pope Francis' example, the St. Patrick's School community constantly answers the call to help those in need within our parish, our local community, and around the world. Each month, our school focuses our efforts to support one program in need. Our hope is that our school community can make a difference in someone's life and through our actions, bring the love of God to others.

2. Engaging Families and Community:

St. Patrick's greatest attribute is our strong sense of community. Indeed, St. Patrick's community spirit was the most valued school characteristic reported in the latest parent survey, spontaneously identified by one-third of all parents. Contributing to this community atmosphere is the high percentage of parent volunteerism (approximately 90%).

Stewardship increases parent involvement and provides a sense of belonging. The St. Patrick's School Board consists of parent volunteers who meet monthly in an advisory capacity to the pastor and principal. The School Board is responsible for developing a five year strategic plan guiding our Catholic identity, academics, financial management, culture, recruitment and retention, and facility maintenance.

The St. Patrick's Home and School Association is also comprised of parent volunteers. Monthly activities are organized by families in each class. These range from adult socials to family events including Back-to-School Picnic, Halloween Party, Breakfast with Santa, and Trivia Night. In times of crisis, our school family comes together to help those in need. Families are also encouraged to participate in parish outreach including the Greg Gannon Food Drive, Thanksgiving and Christmas holiday giving, annual yard sale, and coat drives. Parents are kept apprised of activities through weekly newsletters, e-mails and social media.

Because of this, St. Patrick's is the social center for families and is a true community school. Alumni also remain connected to our school via outreach efforts. For example, each year alumni return to school events, including challenging their former teachers in a basketball game.

The school embraces families from socioeconomically and culturally-diverse backgrounds. Financial assistance or scholarships are provided to approximately 33% of school families. As a means of keeping Catholic education affordable, our school hosts several fundraisers including an annual gala, Christmas Market, golf tournament, and restaurant nights out. Fundraising efforts have assisted in providing scholarships, as well as controlling rising tuition costs. Monies raised have also supported the purchasing of technology, expansion of the playground, and faculty professional development.

St. Patrick's has strong community ties with local non-profits, businesses and institutes of higher education. The school engages with Catholic Charities to support vulnerable families and enhance student development. The local Catholic Business Network of Montgomery County actively supports the families and school by providing tuition assistance. St. Patrick's is engaged in a collaborative endeavor with faculty from The Catholic University of America. This partnership supports school improvements through data review and analysis.

3. Professional Development:

The quality of instruction is supported by a continuum of professional development available to the school staff at the school, diocese, state, and national levels. The school staff attends weekly departmental meetings, monthly faculty meetings, and semi-annual workshops to strengthen classroom pedagogy. Enhanced vertical and horizontal communication among faculty supports instructional planning and drives the curriculum forward. Faculty and staff review school mission and belief statements, school wide trends, strengths, and weaknesses, and personal professional development goals. Further, veteran teachers serve as mentor teachers to their colleagues.

Effective professional development strengthens instruction in many areas including: high academic standards, strong Catholic identity, dedicated faculty and staff, and positive teacher/student/parent relationships. Professional development trainings conducted at St. Patrick's have included workshops on cognitive development, ADHD, Student Assistance Teams, data driven assessment, curriculum development, differentiated instruction, technology integration, American Red Cross CPR, and "Celebrate Calm" parent and educator workshop. Teachers and staff read weekly Marshall Memos and engage in monthly discussions on book studies and Educational Leadership articles sent by Association for Supervision and Curriculum Development (ASCD). During these discussions and work sessions, teachers collaborate to increase student learning and share strategies that enhance teacher knowledge and professionalism.

St. Patrick's is a member of the National Catholic Education Association (NCEA) and often utilizes the great resources available to our Catholic school teachers. The faculty also attends professional development provided by the Archdiocese of Washington Catholic Schools Office, NCEA, and Montgomery County Public Schools (MCPS) and neighboring private schools. Numerous colleges and universities in the metropolitan area and surrounding offer continuing education, which is available to St. Patrick's faculty.

Impactful professional development that enhances the capacity of teachers and administrators is critical throughout these activities. The utility of specific professional development activities has been examined through quantitative and qualitative feedback. Further, professional development topics are developed based on the request and need of the staff. For example, trainings were provided to support the implementation of a new reading and language arts curriculum and a school-wide writing program. Further, the staff are supported in their own academic development. Presently, twenty-five per cent of St. Patrick's teachers hold a Master's Degree in Education. All religion teachers are certified or in the process of becoming certified catechists through the Archdiocese of Washington.

4. School Leadership:

St. Patrick's School operates under the authority of the Archdiocese of Washington and St. Patrick's Catholic Church. St. Patrick's follows the directives of the Catholic Schools Office in the ADW, the ADW Board of Education, the requirements set forth by the state of Maryland, and recommendations made by the school advisory board. The advisory board consists of the pastor, principal, one teacher, and thirteen parent members. The pastor is the chief administrator of the board.

The principal is responsible for daily operations including academics, budgeting, planning, personnel management, discipline, safety, building maintenance, and faculty evaluation. The principal implements curriculum, oversees the quality of instruction, and verifies that all standards are being met. During drop-off and dismissal, the principal greets each child by name in the morning and ensures a safe departure in the afternoon. In this way, the principal personally interacts with families on a daily basis. In keeping with the vision of the school, the principal reviews, provides comments, and signs all students' quarterly report cards, analyzes standardized test data, performs classroom observations, encourages professional development, and organizes teacher conferences. In addition to recognizing academic excellence, the principal leads the community in celebrating student success that highlight the foundation of our faith.

Communication is an important facet of school leadership. The pastor and principal communicate informally daily and formally on a weekly basis. Communication between teachers, parents, and administration is strongly utilized. This is done through emails, monthly and weekly staff meetings, Student Assistance Team meetings, weekly Tuesday Notes, back-to-school letters, School-Reach automated message system, Jupiter Grades, social media, parent & teacher conferences, an "open door" policy, school board updates, and principal coffees. Given these modalities, 90% of parents report that the teachers are available and responsive. Parents are invited to participate every other year in an online survey to evaluate the school's progress.

The St. Patrick's leadership is committed to continuous school improvement. Teachers are formally and informally evaluated using Archdiocesan standards and guidelines. Faculty and principal meet quarterly to assess progress of standard alignment, review standardized test data, and to discuss strengths and weaknesses of academic programming. Teachers meet quarterly in horizontal and vertical groups to evaluate pacing and standard alignment. The principal meets regularly with individual teachers to evaluate and foster continued improvement focused on student achievement.

PART VI * INDICATORS OF ACADEMIC SUCESS

St. Patrick's finds the greatest impact for academic success comes from small group instruction at all grade levels in reading and math. Beginning in kindergarten, students are grouped for differentiated instruction and increased student access to teacher support. With the help of classroom assistants, additional part-time teachers, and a full-time resource program, every child is able to find academic success and meet the required Archdiocesan standards.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes No

3. What is the educational cost per student? \$7854
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1300

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 33%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Performance Series</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	83
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Scores reported are for the current year's fall baseline scores, 2015-2016.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Performance Series</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	85
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Scores reported are for the current year's fall baseline scores, 2015-2016.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Performance Series</u>
Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	82
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Scores reported are for the current year's fall baseline scores, 2015-2016.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Performance Series</u>
Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	86
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Scores reported are for the current year's fall baseline scores, 2015-2016.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Performance Series</u>
Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	86
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Scores reported are for the current year's fall baseline scores, 2015-2016.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Performance Series</u>
Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	86
Number of students tested	28
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Scores reported are for the current year's fall baseline scores, 2015-2016.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Performance Series</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	78
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Scores reported are for the current year’s fall baseline scores, 2015-2016.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Performance Series</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	80
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Scores reported are for the current year’s fall baseline scores, 2015-2016.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Performance Series</u>
Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	77
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Scores reported are for the current year's fall baseline scores, 2015-2016.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Performance Series</u>
Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	80
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Scores reported are for the current year's fall baseline scores, 2015-2016.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Performance Series</u>
Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	86
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Scores reported are for the current year’s fall baseline scores, 2015-2016.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Performance Series</u>
Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Scantron</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	84
Number of students tested	28
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Scores reported are for the current year's fall baseline scores, 2015-2016.