

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Non-Public School - 13PV47**

School Type (Public Schools):      **Charter**      **Title 1**      **Magnet**      **Choice**  
                    

Name of Principal: Mrs. Lisa Maio Kane

Official School Name: Holy Cross Catholic School

School Mailing Address:      4900 Strathmore Avenue  
   PO Box 249  
   Garrett Park, MD 20896-0249

County: Montgomery      State School Code Number\*: Maryland

Telephone: (301) 949-0053      E-mail: l.kane@hcross.org

Fax: (301) 949-5074      Web site/URL: www.hcross.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Deacon Bert L'Homme PhD      Superintendent e-mail: lhomme@adw.org

District Name: Archdiocese of Washington      District Phone: (301) 853-4518

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Reverend Robert Hill

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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**

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All data are the most recent year available.

### **DISTRICT**

Questions 1 and 2 are for Public Schools only.

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### **SCHOOL (To be completed by all schools)**

3. Category that best describes the area where the school is located: Suburban

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

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>
<b>PreK</b>	7	8	15
<b>K</b>	9	9	18
<b>1</b>	4	9	13
<b>2</b>	12	11	23
<b>3</b>	8	7	15
<b>4</b>	9	10	19
<b>5</b>	7	7	14
<b>6</b>	7	9	16
<b>7</b>	12	17	29
<b>8</b>	7	9	16
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12</b>	0	0	0
<b>Total in Applying School:</b>			<b>178</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
9 % Asian  
15 % Black or African American  
14 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
49 % White  
13 % 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 2011-2012 school year: 4%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2011	187
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

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: 4%  
 Total number of students who qualify: 7

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.

Holy Cross School does not participate in the free and reduced-priced school meals program. Our estimate of the percentage of students from low income families is based on a school survey that was completed by the parents of students in our school.

10. Percent of students receiving special education services: 8%  
 Total number of students served: 15

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</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>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>6</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>6</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>1</u>
Total number	<u>18</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:

12:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	97%	98%	98%	97%	97%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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?

## **PART III - SUMMARY**

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### **Mission:**

Holy Cross School is a Catholic parish school in the Archdiocese of Washington, D. C. Holy Cross serves students in grades Pre-Kindergarten through Grade 8 and is a faith-sharing community that celebrates in daily communal prayer, during thoughtfully planned liturgies, and through Christian service and outreach. We are committed to working with parents and guardians to develop each student's unique God-given gifts. We aspire to empower all students to become competent life-long learners who will provide responsible, moral, and global leadership rooted in Christian values.

Holy Cross School was borne of the efforts of a group of Garrett Park residents who envisioned a new parish and parochial school to serve the community. The Sisters of the Holy Cross from St. Mary's of Notre Dame, Indiana, donated ten acres of land along Strathmore Avenue for the purpose of fulfilling this dream. In gratitude for their generous gift, the new parish and school were named Holy Cross.

Holy Cross School focuses on three main areas of student development: Faith Development, Academic Excellence, and Educating Each Individual Child.

### **Faith Development:**

First and foremost Holy Cross is a Catholic school centered on Christ's teachings. Our Catholic identity is integrated into all subjects. Students are educated in the Roman Catholic faith each day. The doctrines and social teachings of the Church are an integral part of both the daily education and the extra-curricular activities including community service events with local assisted living centers, hospitals, missions, Assumption Outreach food and clothing drives for the homeless and Catholic Charities. Younger students are matched with older students in a Buddy Program which includes prayer services and service projects to benefit victims of disasters.

### **Academic Excellence:**

Holy Cross has attained excellence in education by keeping its focus student-centered. Faculty works tirelessly to identify the needs of every student through on-going formal and informal assessment, and to ensure that lesson plans include learning for different modalities and levels of achievement. A Student Assistance Team meets bi-weekly to share input and feedback for individualized student support in academic, emotional, and social development. Technology, art, music and physical education also impact the development of each student. The academic programs at Holy Cross School include standards based instruction; research based instruction and differentiated assessment. Holy Cross incorporates the Archdiocesan Standards and Common Core to address the learning needs and learning styles of all learners. Holy Cross students continue to improve in standardized assessments. Many students meet the requirements for and participate in the Center for Talented Youth at Johns Hopkins University offerings. Most eighth grade students attend private high schools earning academic, art and music scholarships. Holy Cross believes in educating the whole child and to that end, students with different learning styles, learning disabilities and behavioral issues are evaluated by the Student Assistance Team to determine how best to meet their needs. Interventions are put in place and monitored regularly.

### **Educating Each Individual Student:**

Each student has many gifts and talents that are enriched by the Holy Cross Curriculum. At Holy Cross, our focus is on educating the whole child. Each day's learning is varied, exciting and teaches to the multiple intelligences. Students may be performing in the Spring Musical or displaying their artistic talents in an Art Fair. Sixth Grade students read original picture books about the Solar System to the First Grade students. Second Grade's animated Power Point production of "Around the World in 20 Minutes," with student-authored narration highlights facts about famous landmarks and integrates technology. Third and Fourth Grade students work in teams building Oreo cookie towers to test scientific principles of physics. The Eighth Grade publishes a 1787-era newspaper with articles informing readers of the outcome of the First Constitutional Convention in Philadelphia. The Kindergarten blogs about the school day as a way for students to stay connected with a parent stationed overseas on active military duty.

Holy Cross attributes its academic excellence to the dedicated faculty, staff and parish community. Most members of the Holy Cross faculty hold Master's Degrees in Education and Maryland state certification. What sets Holy Cross apart, however, is that each member of the staff views teaching as a vocation, in faith-centered service to the school family.



## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

#### **A. Performance Levels**

Each Spring, from 2008 to 2012, Holy Cross School administered the Terra Nova achievement test and the In View cognitive ability test, both published by CTB McGraw-Hill to students in Grades Three through eight. In 2008-2009, Holy Cross School, at the request of the Archdiocese of Washington, upgraded the standardized test from the TerraNova Second Edition to the TerraNova Third Edition. The Terra Nova Complete Battery and Battery Plus test generates a comprehensive profile of student achievement in language, reading, math, science, and social studies. The In View test measures inductive and deductive reasoning, processes crucial for academic success. Proficiency on both standardized tests is defined as “at or above 50% of the National Percentile of the Mean National Curve Equivalency (NP of the Mean NCE) by Montgomery County Public School System. Holy Cross School follows the proficiency standards of Montgomery County Public Schools.

Further information is available at the CTB/McGraw Hill website, [www.ctb.com](http://www.ctb.com).

Holy Cross surpasses the published criteria for the Terra Nova and InView standardized test. By Holy Cross standards, students are deemed proficient when they are at or above 50% of the National Percentile of the Mean National Curve Equivalency and have demonstrated successful attainment of a credible, yet demanding and thorough benchmarks. In Math, for example, Holy Cross looks for proficiency in computation and algebraic notation for younger students to calculating ratios, using fractions and decimals, writing and solving multi-step equations, and solving inequalities for students in Middle School.

In Reading, proficiency must be shown in identifying a stated or implied main idea of an informational passage for younger students, making inferences and drawing conclusions from literary or informational text for students in the intermediate grades, to literary analysis or using text to support to defend a thesis statement in Middle School. Proficiency in all subject areas are established through formative and summative classroom assessments throughout the school year.

#### **B. Performance Trends**

The administration and faculty of Holy Cross School analyzed the performance trends found in the Terra Nova Math and Reading test scores for the years 2008-2012. For these years the Math scores across all grades tested ranged from the 71st to the 90th percentile, and the Reading scores ranged from the 69th to the 87th percentile. These percentiles show that in both subject areas Holy Cross School students consistently achieve well above the National Percentile of 50%, described above as meeting proficiency. However, Holy Cross Administration and Faculty identified areas where improvement was needed, especially for students performing above grade level.

In 2010 Holy Cross invested in two separate math series to provide both remediation (Saxon) and enrichment (McDougal-Littell.) These series use researched-based methods of instruction, daily student practice and frequent cumulative assessments in all grade levels. In the primary grades, teachers incorporate the frequent use of math manipulatives and conversation to move students from a concrete to a pictorial understanding of concepts. In the intermediate grades, the hands-on activities continue as the students move from the pictorial to the abstract, work with real world applications, and build critical thinking skills. The Middle School program allows the students to develop higher order thinking as they continue to solve problems with real world authenticity. Throughout all grade levels concepts are developed, reviewed, and practiced daily to ensure maximum retention of the basics and continued

attainment of new material. The programs also integrate differentiated instruction that seamlessly reaches students of all learning abilities. The advanced math series were first introduced in Kindergarten through Grade 5; and introduced to the Middle School grades in subsequent consecutive school years. Benefits of the new program and teacher training are already evident. For instance, the 2010 Third Grade showed an increase of eight points in Math scores when tested the following year in Fourth Grade. Of particular note is the 2011 average percentile of 81% in Math proficiency for Grades Three through Eight. To achieve this increase, Holy Cross introduced this new intensive math program. Faculty expects this upward trend to continue.

In 2011 Holy Cross invested in a comprehensive reading and language arts program that integrates instruction in phonics, spelling, vocabulary, grammar, writing, and reading. Instructional resources are tailored for all levels of learners. Teachers use both pre- and post-assessments, unit and benchmark assessments to individualize instruction and assure continued success for each student. The Treasures program incorporates continued review throughout the school year and across grade levels so that students build upon previously mastered skills and knowledge. In addition, interactive games and activities are available on the publisher's website to support instruction. The program encourages cross-curricular learning. Many reading selections correspond to grade-level Social Studies and Science curriculum standards. This comprehensive program was first introduced in Grades Two through Five, and in Kindergarten and Grade One in 2012. Professional development opportunities on the publisher's website, in addition to on site professional development, allow teachers to fully utilize the many facets of the program. At this time, Holy Cross is confident that reading scores will improve as the effects of the reading program are realized over the next few years.

## **2. Using Assessment Results:**

The administration and faculty at Holy Cross are committed to helping each student achieve his or her God-given potential. To achieve this goal, standardized testing results as well as a variety of ongoing formal and informal assessment data is used to identify student needs and guide instructional decisions.

Until the current school year, Holy Cross used the TerraNova standardized achievement test and the InView test of cognitive ability to gain a better understanding of student strengths and deficiencies in academic content areas. This year, Holy Cross began using Scantron's Performance Series assessment, a web-based, computer-adaptive diagnostic test that pinpoints students' Reading and Math proficiency according to Maryland state core curriculum standards. The test provides an immediate, detailed diagnosis of each student's proficiency by standard. Results identify each student's academic strengths and deficits, ensures highly accurate student placement in instructional groups, and helps teachers plan targeted intervention. Student gains will be measured periodically through the year against the beginning-of-year baseline offering valuable feedback to inform teaching. Results will help faculty identify at-risk students or those who would benefit from enriched learning challenges.

Standardized test results are considered along with other assessment data to develop individualized instructional goals for each student. For instance, spelling inventories are used in First through Eighth grades to track student development in spelling and phonetic understanding. Weekly spelling tests in Grades One to Five give teachers the opportunity to monitor how well students can apply newly introduced spelling patterns. Running records, an assessment used to monitor reading fluency and comprehension, are completed quarterly to determine each student's independent and instructional reading levels. Considered together, all of these assessments guide the formation of student reading and spelling groups in Grades Three through Five, allowing differentiated instruction based on student abilities. The results of Spelling Inventories and Running Records in Grades Six through Eight help determine what elements of spelling must be reinforced before moving ahead to more advanced vocabulary work, and they guide groupings for classroom activities.

Students in elementary school math are given a Basic Math Skills Assessment at the beginning of each school year that reviews essential concepts introduced in the previous year. As the school year progresses, frequent cumulative assessments as well as multi-modal formative assessments are administered to confirm student retention and mastery of new concepts. Assessment results aid in grouping students for review or enrichment. A summative, end-of-year assessment is administered to ensure grade-level mastery of concepts, or to determine areas for summer bridge learning.

Results of a formal math skills test at the end of each school year helps determine Math class placement in Grades Six through Eight. Each Grade is divided into leveled math classes to strengthen the opportunity for acceleration or review of concepts. Groupings are flexible, so quarterly testing monitors individual progress to ensure accurate student placement.

All assessment data is shared with and used by the Student Assistance Team to identify at-risk students, or those who would benefit from enrichment. Identified students may receive personalized one-on-one or small group instruction in the Learning Skills Center. Pertinent information about student learning needs and successful learning strategies are shared among all teachers with direct responsibility for identified students.

Finally, Holy Cross assessment data is shared formally with each student's parents or guardians throughout the school year. A web-based program, Jupiter Grades, allows families to access information daily about student performance. Mid-quarter progress reports are used to alert parents and guardians to any concerns. Mandatory parent-teacher conferences at the end of the first quarter marking period offer an opportunity to share and discuss assessment results. Further, Holy Cross maintains a strong and open line of communication to address student progress throughout the year. Student success is also recognized and shared with parents and the school community at the quarterly Student Achievement Assembly.

### **3. Sharing Lessons Learned:**

Holy Cross educators and staff embrace collaboration, and have established routines and systems to facilitate the sharing of ideas, strategies, and goals. Sharing lessons learned is vital to a successful school. Holy Cross places importance on the professional development of its teachers. Administration requires and financially supports professional development. Faculty is asked to share content of the classes and workshops attended. Presentations have included integrating technology into the curriculum, differentiating instruction, professional learning communities and teaching students with multiple disabilities. Furthermore, faculty and administration offer seminars to the public on parenting children with AD/HD in conjunction with prominent developmental physician Patricia Quinn, MD and renowned author and nutritionist Kelly Dorfman regarding appropriate activities and dietary needs for children with attentional issues.

Current teachers are formally assigned as mentors to work with new members of the faculty. Faculty also has multiple opportunities each year to interact with faculty at other Archdiocesan Schools to share best educational practices and other relevant topics. Holy Cross and seven other schools in the region meet quarterly to engage in workshops and to be guest speakers on specific topics such as the Archdiocese of Washington Faith Knowledge Assessment Review, Student Assistance Team Training, Pilot Report Card work groups, Resource Teacher Seminars, and integrating technology in science instruction.

Teachers at Holy Cross are also members of various district, state, and professional associations. The principal is a member of the Archdiocese of Washington Elementary School Principals Association

(ESPA), a community forum that meets bi-monthly and provides professional development opportunities for Catholic elementary and middle school leaders. This association gives educational leaders the opportunity to communicate, network, and support one another as they work together to meet the academic needs of all of their students. Additionally, the principal mentors new principals each year. Faculty members and the administrator belong to professional organizations including The National Catholic Educator's Association, International Reading Association, ASCD (formerly the Association for Supervision and Curriculum Development), National Center for Learning Disabilities, National Council of Teachers of Mathematics, the Montgomery County Teachers of Mathematics, and National Science Teachers Association. Holy Cross faculty also benefits from offering workshops as it aids in helping Holy Cross faculty remain informed on educational trends, best teaching practices, and instructional resources, and new research findings.

Through its collaboration and professional development, Holy Cross teachers provide leadership within the Archdiocese, and welcome the opportunity to share lessons learned.

#### **4. Engaging Families and Communities:**

Holy Cross actively lives its motto: Faith. Scholarship. Service.

Every other week, the school joins family, friends, and parishioners at morning mass. Students and faculty take active roles in leading these masses through song and prayer. The school welcomes all to other liturgical events such as the annual Christmas program, the living Stations of the Cross during Lent and the May Procession.

Holy Cross joins in service. Each class adopts a disadvantaged family and donates food at Thanksgiving. Students donate gifts during the Christmas Giving Tree drive, to be distributed to local charities. Students raise money through pledges for the annual Walk for the Homeless or the Jump for Heart campaign. Snacks are gathered and sent overseas to active duty military. Students have raised money to help victims of natural disaster, such as the tsunami in Japan, earthquake in Haiti or more recently, those affected by Hurricane Sandy. Furthermore, the students are active participants in PJammin for Cancer.

The Holy Cross Home and School Association organizes social events and fundraisers. Every school year begins with the Back-to-School Picnic when families can look forward to other annual events such as Breakfast with Santa, the Father-Daughter Dance, and the Spring Gala. The group hosts quarterly meetings, to which speakers are often invited to share expertise in child-rearing, financing a high school or college education, or other relevant topics. The Weekly Wire, an electronic newsletter, is sent out to keep families apprised of upcoming events.

Lewis Hall, the school's multi-purpose room, unites the school, parish and neighborhood communities. It is the venue for many school events, but it also serves as a gathering place for parish and community groups, such as Sunday Donuts, the Washington Japanese Language School or the local scouting troops.

Families keep connected in many ways. The principal sends a weekly electronic newsletter to parents each week. The newsletter tells of events in the school, opportunities for community service and provides updates on recent education trends and workshops. Jupiter Grades, an electronic grade reporting system, keeps families informed about homework, class assignments, tests and quizzes. Many teachers also use websites, blogs, or weekly newsletters to interact with families. Articles about school accomplishments are submitted for publication regularly in Our Parish Times and The Catholic Standard. Families can even join us on Facebook!

Neighboring high school students assist in the After School Care program, or complete spring internships as teaching assistants. Local businesses support the school through scholarships, or with donations to the Spring Gala. Volunteers with science-related careers lend their expertise as mentors or judges for the annual Middle School Science Fair.

In summary, Holy Cross School has a vibrant, active school family that gets involved and is very much a part of the local community.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

The curriculum of Holy Cross School is based on the academic standards and objectives provided by Archdiocese of Washington Curriculum and the National Common Core. Holy Cross provides rigorous instruction to all levels of learners using standards, assessments results and textbook resources to plan lessons. Technology and faith are intertwined in each lesson. Standards based report cards are used in Pre-Kindergarten, Kindergarten, First Grade and Second Grade.

Daily instruction includes Religion, language arts, mathematics, science and social studies. Grades Pre-K through grade 5 are self-contained and are thematic centers based. Students also have bi-weekly instruction in visual and performing arts, physical education, technology/library/media and Spanish.

The Roman Catholic faith is integrated into all subjects as it is the foundation of the school. The Religion curriculum emphasizes Catholic doctrine, scripture, moral and ethical formation, prayers, liturgy and worship. Students participate in weekly Mass and receive the sacraments. Students practice their faith through community service.

The language arts program stresses reading, writing, English grammar, spelling and vocabulary. In the primary grades, emphasis is on phonics, phonemic awareness, and fluency. In the upper grades, students explore all major literary genres. English and writing are strengthened through continued vocabulary development, formal instruction of sentence structure, and journal writing. Students also receive instruction in note taking, outlining and study skills.

The mathematics program is comprehensive and accelerated. Each grade offers grade level and advanced level instruction where students are offered enrichment at the next grade level. Number sense, computation, measurement, problem solving, algebra, geometry and basic calculus are just some of the concepts taught at Holy Cross. Students use manipulatives and real life applications to develop critical and higher level thinking.

The science program is inquiry-based and is designed to facilitate learning and an increase in scientific literacy using hands-on investigations in addition to textbook assignments to take students from the concrete to the abstract, manipulating and internalizing difficult science concepts in the process. Technology is used to facilitate access to the scientific community. Students take field trips to the neighboring National Institutes of Health and the National Solar Decathlon.

The social studies curriculum encompasses the study of communities, American history, World history, World cultures, government, economics, geography and current events. Field trips to local houses of government, Smithsonian and United States Capital enhance understanding. Technology is integrated into lessons to heighten experiences.

Visual and performing arts are an integral part of the curriculum. Drawing, painting, sculpture, and music are taught to all students. Choir is offered to students in grades 3 through 8. Students in choir perform in the annual Philadelphia Thanksgiving Day Parade. Band is offered to students in fourth through eighth grades. Middle school performs a theatrical production each spring.

Physical education instruction develops small and gross motor skills, alternative movement and team sports. The parish Catholic Youth Organization offers soccer, basketball, rugby, softball and track teams.

The Holy Cross technology and media programs provide tools to enhance and extend curriculum. Students use networked computers in the computer lab and with the mobile laptop lab. Students are instructed in internet research, graphics, word processing, and preparation of electronic presentations. All classrooms use interactive white boards for instruction and presentations. The library offers an extensive selection of literature and periodicals.

Holy Cross School exceeds the Department of Education's foreign language requirement. Students in grades Kindergarten through grade 8 receive Spanish instruction twice each week. Instruction focuses on vocabulary acquisition, pronouns and verb conjugation. Middle school students participate in the National Spanish Exam.

The school child psychologist meets with classes biweekly to discuss safe space, kind behavior and has implemented class meetings.

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

Holy Cross School consistently exceeds the language arts curriculum standards outlined by the Archdiocese of Washington. Pre-kindergarten through Second Grade scaffolds the introduction of letters, letter sounds, spelling patterns, sight words, and vocabulary to build decoding skills, reading fluency, and written expression. All major reading genres are explored in a variety of formats including reading anthologies, leveled readers, picture books, novels, text books, and magazines to immerse students in both oral and written language. Students are introduced to text features and basic literary elements such as plot, setting, and character development. First and Second Grade students are also introduced to basic grammar, sentence structure and paragraph formation. Third through Fifth Grade curriculum builds on the foundation as students read and respond to all literary genres through book reports and in literature circles. Reading comprehension is strengthened through continued vocabulary development, exploration of literary elements, and with an emphasis on supporting ideas through text-supported analysis and critique. Writing capabilities are strengthened with formal instruction of sentence structure, parts of speech, transitions, and verb tenses. Whenever possible, teachers at all grade levels develop cross-curricular lessons to enrich the learning experience.

All Language Arts instruction is designed to meet the individualized needs of each student. It is guided by systematic formal and informal assessments. Running Records and Spelling Inventories establish independent and instructional reading levels for every student. Scantron's computer-adaptive Performance Series testing pinpoints student proficiency that corresponds with Maryland state reading curriculum standards. All assessment data is analyzed to form small, flexible instructional groups for differentiated instruction. Emphasis is placed on planning instruction using different modalities. Differentiated learning centers allow for explicit instruction, independent practice and application according to each student's needs.

Improvements introduced in the 2012-13 school year include Scantron's computer-adaptive Performance Series testing was introduced in the Fall of 2012. Student reading proficiency is measured in correlation to Maryland state curriculum standards. Assessment results are immediate and provide an accurate diagnosis of the unique instructional needs of each student.

Middle school students read novels, short stories, poetry, and expository text. Each grade immerses itself in the study of text structure, organization, literary devices, and author's purpose. Students use this knowledge to participate in discussions to enrich understanding, and to connect essential ideas and perspectives. The writing process is an integral part of Language Arts instruction, and it is supported by explicit instruction in grammar, language mechanics, and vocabulary. Expectations are modeled and supported through guided writing activities, peer editing and rubrics. Graphic Organizers are used to help students write thesis statements and text-supported response papers. Students apply understanding in independent writing journals, and through assigned writing tasks.

Various instructional practices and modalities are employed to enrich or support student learning, with emphasis on student learning style and stage of language development. Students experience learning in pairs, small groups, whole group, and with one-on-one feedback. Groupings are flexible, and are established through analysis of ongoing informal and formal assessment data. Technology supports learning, with each student having access to a laptop for research and writing activities. Each classroom also has a Mimeo Board and projector for interactive instruction. Students benefit, when necessary, from support in the Learning Skills Department where review or enrichment opportunities are designed to meet individual student needs. Needs are identified by the Student Assistance Team consisting of a special educator, grade level teachers, psychologist and principal. The team reviews performance, psycho-educational testing and standardized test scores.

Improvements introduced in the 2012-2013 school year to add another dimension to the study of literature, students will explore how novels are adapted to film, and analyze how the screenplay or cinematography captures literary elements of the original novel.

### **3. Mathematics:**

Holy Cross School exceeds the mathematics curriculum standards outlined by the Archdiocese of Washington. A new math program was introduced during the 2009-2010 school year to enhance differentiation and extension. Teachers attended professional developments to learn new instructional strategies. This comprehensive instructional program builds a strong mastery of foundational skills and prepares students to use critical thinking skills to solve complex problems. Students are offered grade level and above grade level instruction.

Students in pre-kindergarten through second grade acquire foundational skills in counting, number sense, and basic computation with an introduction to geometry and algebraic notation. Students practice using standard and non-standard units of measurement; identifying and creating patterns; counting money and making change; using fractions and mixed numbers; and solving word problems. Mathematical data is compiled using charts and graphs. Emphasis is placed on developing mastery of problem solving strategies, and building vocabulary to fluently articulate and defend those strategies.

Third through fifth grade students build on the foundational concepts and critical thinking skills established in the primary grades. Students work with more complex properties of numbers and operations, variables and equations. Students proceed to advanced concepts of geometry and measurement. An emphasis is placed on real world problem solving and applications, and strengthening students' abilities to communicate mathematical observations, strategies, and solutions.

Students in sixth through eighth grades develop critical thinking skills, work with progressively more complex mathematical concepts, continue to work with real world problem solving applications, and present mathematical data. Middle school students have an opportunity to place into high school-level curriculum, such as algebra and geometry, based on demonstrated student mastery of grade-level concepts.



Math concepts are explored through hands-on activities and rich mathematical conversations that actively engage students in the learning process. Concepts are developed, reviewed, and practiced. Students move from the concrete to the pictorial to the abstract. Systematic daily instruction includes mixed practice and frequent, cumulative assessment.

Holy Cross faculty identifies student mastery of grade-level benchmarks through ongoing informal and formal assessments. Teachers provide differentiated daily instruction according to each student's needs and learning style. The use of math manipulatives, games, interactive technology, artwork, and through literature are just some of the ways that math concepts are taught and reinforced. Teachers generate differentiated assessment formats as needed to adequately measure student performance. The Learning Skills Center provides supplemental math instruction when needed to ensure the success of all students.

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

The science curriculum at Holy Cross School aligns with the standards outlined by the Archdiocese of Washington and strives to meet National Science Education Standards. With an increasingly global economy and swift scientific advancements, Holy Cross is committed to achieving student excellence in science and scientific literacy as laid out in the NSES and integrating STEM curriculum (Science, Technology, Engineering and Mathematics) into our science pedagogy. Instruction at all grade levels provides empirical evidence of this commitment. Curriculum standards guide students through exploration in the areas of natural, physical, chemical, and environmental sciences.

Inquiry-based science instruction is designed to facilitate learning and increase scientific literacy. Exploration takes students from the concrete to the abstract. A fully equipped science lab allows students to explore the physical and natural sciences in and around our classrooms. Technology is used to facilitate access to the scientific community beyond the walls of the classroom.

Examples of inquiry-based science instruction at Holy Cross abound. Pre-Kindergarten students explore animal survival in the Arctic region by building a "blubber mitten" that mimics the physical attributes of penguins. Students make observations and report conclusions. Third Grade students raise meal worms to learn about metamorphosis, employing the scientific method to gather and communicate data. A grant from the Chesapeake Bay Foundation allows Fourth Grade students to participate in a hands-on learning experience on Chesapeake Bay. Subsequent projects increase student awareness of how human activity affects the eco-system, and how it can be protected. Later, students work with local scientists to increase the population of a threatened regional species of trout by raising fish in the classroom and releasing them into selected local waterways.

Middle School science includes life sciences, chemistry, physics, environmental science and astronomy. Middle School students build on primary-grade foundations and develop an understanding of broader scientific pursuits when conducting their own investigations for the Holy Cross Science Fair. In the truest form of inquiry, each student in the Sixth, Seventh and Eighth Grades select, design, plan and execute a scientific investigation. The investigation includes a review of scientific literature, an interpretation of data, as well as both a visual and oral presentation of findings. Students are often mentored by members of the school community and the National Institutes of Health with expertise in particular areas of science. Students go on to successfully compete in ScienceMontgomery, a county wide science fair.

#### **5. Instructional Methods:**

Instruction at Holy Cross is always student-centered. Faculty strives to create personalized and diverse learning experiences that engage students of all learning styles, and at each student's level of understanding or stage of development. Ongoing formative assessments track student progress and guide every aspect of instruction. Learning activities are aligned with educational goals, instructional materials, and outcome assessments.

In the classroom, specific instructional goals are posted and identified before each lesson to increase student focus on achieving planned learning outcomes. Lessons are systematic and sequenced. New concepts or skills are connected to prior knowledge and then presented incrementally. Explicit instruction includes modeled expectations of student output followed by guided and independent practice. Immediate corrective feedback reinforces learning, while consistent review builds student retention. In addition, students are given ample opportunities to apply understanding in a real-world context.

Lessons are presented in whole group or in flexible small group settings. Sometimes the groups are homogenous to allow for differentiated lessons based on student proficiency of content; at other times the groupings are mixed to promote unique and dynamic student interactions. One-on-one instruction is used for more targeted review or enrichment according to identified needs. The Learning Skills classroom teachers are available to provide additional instructional support and enrichment as well as testing and learning accommodations. This support may happen in the regular classroom setting, or separately during planned a pull-out session.

Technology is seamlessly integrated into classroom instruction as often as possible. Students use technology for research, or to complete assignments and projects. Interactive white boards add another dimension to learning. The goal is to make technology an integral part of students' experience to mimic the real world.

Beyond the classroom, Holy Cross recognizes the importance of the home environment in nurturing active learners. Faculty fosters strong communication with parents and guardians in order to devise strategies and share ideas with parents and guardians to promote student learning at home. Faculty especially advocates for language-rich interactions between parents and children that include conversation and reading. Information and recommendations are shared to support parents in the role as the primary educators of their children.

## **6. Professional Development:**

Professional development is paramount to maintaining an outstanding educational environment. The faculty and staff at Holy Cross School value the importance of furthering professional education. Furthermore, it is the responsibility of the administration to provide, free of charge, professional development and educational opportunities to all faculty, parents and guardians. In house opportunities offered by school faculty include workshops on brain development, AD/HD, bullying, nutrition, Student Assistance Teams, Data Driven Assessment, curriculum development, differentiated instruction, technology integration, American Red Cross CPR and First Aid.

Holy Cross utilizes the expertise of faculty and staff members to share their knowledge. The school psychologist offers workshops on behavior management, by introducing and monitoring class meetings. The learning specialist reviews differentiated instruction with new and seasoned faculty. The technology coordinator offers workshops on integrating technology across the curriculum and teaches parents how to use technology in the home setting.

Additional professional development is offered by local physicians regarding AD/HD, brain development,

brain trauma and nutrition. Leaders in the field of education offer workshops on teaching the disabled child, teaching the gifted learner, bullying and using assistive technology.

The principal and counselor offer quarterly parent meetings and workshops on student safety, parenting during homework and Protecting God's Children, a program provided by the Archdiocese of Washington. In addition to opportunities provided by Holy Cross School, Archdiocese of Washington and Montgomery County Public Schools, the Holy Cross faculty participates in external professional developments.

All faculty have continued their education by earning multiple teaching certifications, Master's degrees and additional advanced degrees. All teachers of religion are certified catechists as required by the Archdiocese of Washington.

It is the belief of all faculty and staff that continued professional development is essential to the success of the school. These opportunities for personal and professional growth are an integral part of Holy Cross School's progress.

## **7. School Leadership:**

Holy Cross School operates under the authority of the Archdiocese of Washington and Holy Cross Catholic Church. Holy Cross follows the directives of the Catholic Schools Office in the Archdiocese of Washington, the Archdiocese of Washington Board of Education, the requirements set forth by the State of Maryland and the Holy Cross School Advisory Board.

The Holy Cross School Advisory Board consists of the parish pastor, principal, one teacher and eight at large members. The pastor is the chief administrator of the school and advisory board. This board offers advice to the school administrator and only serves in an advisory capacity.

A leadership team consisting of the principal, one lower school teacher and one middle school teacher is used to discuss and initiate the vision, strategic plan and curriculum implementation. This team determined it is in the best interest of the child to increase the school day from 6.5 hours of instruction to 7 complete hours of instruction. The Holy Cross leadership team assisted with the selection of the new math and language arts programs.

The principal is responsible for daily operations including budgeting, managing, planning, personnel management, discipline, supervision and evaluation of faculty. It is the duty of the principal to implement curriculum, criteria for instruction and quality of instruction. In keeping with the vision of the school, the principal observes each class twice daily to ensure academic excellence. Teachers are formally evaluated bi-annually to guarantee compliance with the vision and Catholic identity of the school.

The parish, parents and school work together to form a learning community founded on Catholicism. Parents are encouraged to actively participate in the education of their children as the Holy Cross School community lives our motto Faith, Scholarship and Service. As a team the Holy Cross Community provides an outstanding academic environment where students are educated through faith development, academic excellence and an education of each individual student.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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1. Private school association: Catholic

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

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<u>\$7502</u>	<u>\$7502</u>	<u>\$7502</u>	<u>\$7502</u>	<u>\$7502</u>	<u>\$7502</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$7502</u>	<u>\$7502</u>	<u>\$7502</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<b>12th</b>	<b>Other</b>				
<u>\$</u>	<u>\$8525</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$9429

5. What is the average financial aid per student? \$1927

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 69%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: Third Edition  
2008

Publisher: CTB/McGraw  
Hill

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	85	85	82	62	73
Number of students tested	20	20	20	29	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Washington administered the TerraNova 2nd Edition during 2007-2008 school year.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

Edition/Publication Year: Third Edition  
2008

Publisher: CTB/McGraw  
Hill

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	80	74	74	70	63
Number of students tested	20	20	20	29	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Washington administered the TerraNova 2nd Edition during 2007-2008 school year.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: Third Edition  
2008

Publisher: CTB/McGraw  
Hill

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	75	90	82	90	79
Number of students tested	15	19	27	19	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Washington administered the TerraNova 2nd Edition during 2007-2008 school year.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	75	83	83	86	80
Number of students tested	15	19	27	19	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Washington administered the TerraNova 2nd Edition during 2007-2008 school year.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: Third Edition  
2008

Publisher: CTB/McGraw  
Hill

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	84	84	91	81	78
Number of students tested	19	21	15	18	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Washington administered the TerraNova 2nd Edition during 2007-2008 school year.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: Third Edition  
2008

Publisher: CTB/McGraw  
Hill

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	74	76	87	73	76
Number of students tested	19	21	15	18	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Washington administered the TerraNova 2nd Edition during 2007-2008 school year.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: Third Edition  
2008

Publisher: CTB/McGraw  
Hill

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	73	85	80	81	70
Number of students tested	27	14	17	25	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Washington administered the TerraNova 2nd Edition during 2007-2008 school year.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: Third Edition  
2008

Publisher: CTB/McGraw  
Hill

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	72	83	79	75	72
Number of students tested	27	14	17	25	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Washington administered the TerraNova 2nd Edition during 2007-2008 school year.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: Third Edition  
2008

Publisher: CTB/McGraw  
Hill

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	89	82	88	75	87
Number of students tested	16	19	21	20	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Washington administered the TerraNova 2nd Edition during 2007-2008 school year.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

Edition/Publication Year: Third Edition  
2008

Publisher: CTB/McGraw  
Hill

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	88	78	79	75	80
Number of students tested	16	19	21	20	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Washington administered the TerraNova 2nd Edition during 2007-2008 school year.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TerraNova

Edition/Publication Year: Third Edition  
2008

Publisher: CTB/McGraw  
Hill

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	81	84	71	83	75
Number of students tested	17	24	18	27	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Washington administered the TerraNova 2nd Edition during 2007-2008 school year.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TerraNova

Edition/Publication Year: Third Edition  
2008

Publisher: CTB/McGraw  
Hill

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	86	81	73	84	76
Number of students tested	17	24	18	27	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Washington administered the TerraNova 2nd Edition during 2007-2008 school year.					

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