

PART I - ELIGIBILITY CERTIFICATION

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

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: 3

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

Grade	# of Males	# of Females	Grade Total
PreK	46	54	100
K	34	18	52
1	28	35	63
2	28	36	64
3	25	20	45
4	40	36	76
5	21	28	49
6	40	42	82
7	39	38	77
8	36	49	85
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			693

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
1 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
2 % 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: 1%

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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2011	732
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

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

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Korean

9. Percent of students eligible for free/reduced-priced meals: 8%
 Total number of students who qualify: 58

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

10. Percent of students receiving special education services: 8%
 Total number of students served: 54

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>17</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>3</u> Visual Impairment Including Blindness
<u>6</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>6</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>15</u>	<u>3</u>
Paraprofessionals	<u>5</u>	<u>9</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>12</u>
Total number	<u>58</u>	<u>30</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:

23:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	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

“Saint Margaret School is a parish school in the Archdiocese of Baltimore committed to providing each child with a strong foundation in the Catholic faith, academics and citizenship.”

This mission is accomplished through a challenging, disciplined environment focused on nurturing individual development and characterized by Catholic beliefs and values, academic excellence, parental involvement and community service. Saint Margaret School professes to “let the children come” and welcomes students of all faiths, abilities, ethnicities and socio-economic status. Saint Margaret School is a school of choice exemplifying the spirit of building “the City of God” through its sense of community, focus on peace and successful academics.

Founded by the School sisters of Notre Dame in 1911, Saint Margaret School has grown into a vibrant, co-educational, multi-generational learning community of 693 students spanning two campuses and grades Pre-Kindergarten through grade eight. Many of the families are alumni and return so that their children have the same Christ-centered education that they received. Every effort is made to meet the individual needs of God’s children. This year, with the assistance of a grant awarded by the Catholic Coalition for Special Education, two visually impaired children are being serviced and included in the regular classroom setting. A strong, supportive relationship is developed with the parish which provides assistance to those families who are eligible to receive financial aid. Sixty-seven percent of the school families receive assistance through discounts, financial aid and scholarships.

As in the words of Saint Francis, “Spread the Gospel message and if necessary, use words,” Saint Margaret students and faculty, not only speak about building community and outreach, they put it into action. Besides raising funds to donate to local, national and international causes such as Birthright, Harford County Food Pantry, Hurricane Sandy victims, families in need, St. Rose of Lima School (sister school in Haiti), the Saint Margaret School community puts their service into action. Students correspond with the military overseas and local shut-ins and make rosaries for the prisoners in the local Detention Center. Students in the Middle School prepare, serve and host luncheons for the Seniors in the parish. Students collected shoes for children in Appalachia, traveled with chaperones to deliver them and assisted restoring one of the families’ homes. Faculty members and School Board members have traveled to assist the sister school in Haiti. The sense of community and school spirit is evident in the accomplishment of winning a national contest for school spirit to host a televised live performance by the band Big Time Rush. The thrust to enter and support the contest was totally student-driven.

In order to provide for a safe environment where children are able to learn, Saint Margaret School has promoted to be a school of “peace.” A peace pole, the international symbol of commitment to peace, was erected on each campus as part of the school’s commitment to spread peace in the world. Students gather in prayer and reflection to consider their role in creating a peaceful school, community and world. The school programs of Steps to Respect and The Bully, Bullied and Beyond were expanded to include Rachel’s Challenge. This program is internationally recognized for its efforts to promote a chain reaction of random acts of kindness. The Maryland Catholic Conference contacted Saint Margaret School to inquire of the program’s effectiveness. According to the results of the ACRE Test (which is an assessment of faith knowledge, beliefs, behaviors, attitudes, and practices) students in grade 8 expressed a 22% decrease in bullying, name calling and teasing.

Graduates leave Saint Margaret School fully prepared for learning at the secondary level. Area Catholic, religious, independent, and public magnet schools view Saint Margaret students as very attractive candidates for admission. One hundred percent of Saint Margaret students were admitted into their first choice Catholic, private or magnet school. In 2012, 30 students received \$89,500 in scholarship funds. Eligibility for the Knott scholarship requires students to rank in the 95th+ percentile in total math, reading

and language. A 93%+ average must be maintained in all major subjects. It provides for full tuition at a Catholic school to Catholic students in grades 4 and 8 for 4 years. Last year two students from Saint Margaret received this award. Most recently, Saint Margaret School, in an Archdiocesan viability study, received the highest rating of “10” in all ten factors of viability. Standardized test scores remain consistently strong and indicate growth. In 2011 and 2012, Saint Margaret School qualified to apply to be a Blue Ribbon School. Saint Margaret School has been recommended to act as a model for other schools in the Archdiocese, sharing with other Archdiocesan schools strategies and best practices for success. Saint Margaret School is not only a school of excellence, it is a school of choice.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

1A. Since spring 2008, all Saint Margaret students in grade 3-8 have taken the Stanford Achievement Test, Tenth Edition (SAT 10). Results are reported using National norms.

The Stanford Achievement Test is used to measure academic knowledge of elementary school students and provides highly reliable data on student progress toward content standards. The use of the Stanford Achievement Test series helps make data-driven decisions. Teachers obtain information on the progress of students to support instructional planning for individual students and the class as well as to improve their teaching. Parents better understand their child's achievement level and get direction for home involvement.

Saint Margaret students also take the Otis-Lennon School Ability Test, Eighth Edition (OLSAT 8).

Reading scores on the Stanford 10 (Spring 2012) have a mean scale score between 644.5 and 709. Each grade level performance is above the 85th percentile using National School Norms, placing Saint Margaret within the top 15 percent of schools in the country.

Math scores on the Stanford 10 (Spring 2012) have a mean scale score between 629.9 and 726 . Each grade level performance is above the 85th percentile using National School Norms, placing Saint Margaret within the top 15 percent of schools in the country. While the performance in math is within the range of the district scores at the third grade, the scores are significantly above the district average in grades 4-8.

1B. Performance trends found in the data indicate consistent progress and growth in both reading and math. Over five years, the student performance in third grade changed from a mean scale score of 636.4 (2008) to 644.5 (2012). This change can be attributed to a new reading curriculum (Storytown) which spirals in the instruction of reading skills. It provides a deliberate and consistent approach to vocabulary acquisition, opportunities for differentiation and learning with level readers. Writing to Enhance Learning, a school-wide program focused on writing across the curriculum. Average performance in math improved from a mean scale score of 615 (2007) to 629.9 (2012). The loss of knowledge during the summer was addressed by requiring each student to complete a summer math workbook. Daily drills to review math concepts, specific focus on problem solving and an after school math tutoring program were developed.

Fourth grade students have increased their mean scale score in reading from 664.7 (2008) to 668.3 (2012). Success is attributed to a daily independent reading class giving students time to read and journal. Teachers meet with students regularly for discussion and assessment of comprehension. Students are given individualized reading lists based upon their Lexile scores. Math scores have seen the biggest change in scores overtime rising from a mean scale score of 646.8 (2008) to 660.9 (2012). It is believed that this is the result of a focus on math computation, thinking skills and the implementation of the Singapore Math program.

Fifth grade reading scores have been consistently high. The mean scale score for reading was 677.1(2008) which increased to 682 (2012). Use of a supplemental program, Vocabulary for Achievement has contributed to the improvement of student vocabulary. With an increased vocabulary base, reading comprehension is improved. The continued use of daily independent reading time, established in the fourth grade, has also impacted these high scores. Students participate in Writer's Workshop, an

interdisciplinary technique, building fluency in writing through continuous exposure to the writing process. Math scores have been consistent and remain at a relatively high level. The mean scale score was 686.9 (2008) to 691.4 (2012). Homogeneous grouping, smaller class sizes, more student-directed pacing and implementation of the Singapore Math provide continuous growth.

The middle school reading program is literature based and requires adjustment for the students as they transition into this program from a basal reading series. The emphasis is on becoming independent readers. Sixth grade students are required to use the skill of inference when making the reading meaningful to them. Students use computer applications, such as PowerPoint, to aid in their development to communicate ideas effectively. While performance in reading has varied over the years, the scores have fluctuated by only a few points. There is often an influx of new students into the middle school which may explain some of the variations in math scores. The more advanced students work above grade level while the remainder is at grade level.

Writer's Workshop is conducted more frequently at the seventh grade level stressing the process of editing, revision and clear expression of ideas. Technology is heavily integrated into the reading program and is used as a tool for research. Writing, critical thinking and problem solving are integrated into the math program.

The eighth grade reading and math programs reflect a strong emphasis on skill mastery. The reading program requires the completion of a year-long project where individual sections are written in each subject area. Students work cooperatively and share discoveries through increased oral presentations. Students are assessed and placed accordingly in challenging math classes in preparation for advanced placement in high school.

2. Using Assessment Results:

The purpose of the Stanford 10 testing is to provide all stake holders (parents, students, teachers, and administration) with valuable information regarding student performance. The results of the test are utilized by faculty and administration to evaluate curriculum, instructional practices, and to provide necessary professional development.

Each year the standardized results are analyzed for each grade to determine strengths and weaknesses of students. The scores are utilized for differentiating instruction within the classroom, grouping students in curriculum areas and determining gaps in curriculum by identifying skill deficiencies. Test score performance is one criterion (along with class performance and observation) used to determine student placement in math and science classes in grades 5-8.

Students also take a predictive abilities test (the Otis-Lennon version 8) which is analyzed and compared to student performance on the Stanford 10. This analysis of individual test scores provides information on what the student is capable of doing. This is very important because even high performing students sometimes perform below their ability. Each student is given a separate score based upon their ability and achievement.

The Stanford 10 provides a lexile measure for each student that assesses their reading comprehension. The lexile measure is an indicator for the student's reading level and can be used to match the student to appropriate text levels for reading materials. This score can be used to develop an individualized reading program appropriate for each student's level of understanding. Parents are instructed on how to use the score to select the required summer reading program. The goal is to keep students reading over the summer.

Saint Margaret School faculty participated in a group workshop to review the Stanford 10 testing results in detail. Through a collaborative process, strengths and weaknesses in all curriculum areas were identified. Teachers came together at both the grade level and subject level to review student performance and identify strengths and weaknesses. Results of the assessment were used to assist with curriculum mapping efforts. Teachers are given the opportunity to critically analyze student test performance and see how it relates to what they are teaching in the classroom. There is a special emphasis on communication between grade levels and in classroom planning to close gaps.

It is important that parents have an understanding of what scores mean. Each year a student report is sent home along with information on how to interpret their scores. Saint Margaret School is fortunate in having a trained counseling staff that can assist parents with understanding the strengths and weaknesses of their child.

Each year class average scores are posted on the school web site. Making parents and prospective parents aware of these accomplishments indicates the strength of the school's programs and students' efforts. An important part of understanding student performance is helping parents to understand how well their child is doing when compared to his/her peers.

The performance of each grade is also reviewed by the Saint Margaret School Board. The Board reviews test scores looking for growth by following the same population from year to year. For example, students' scores in the sixth grade will be reviewed to determine growth based on how well the same groups of students performed in third, fourth and fifth grade. The grade level averages are also reviewed at a meeting of the Home School Association.

All schools in the Archdiocese are required to post their test results and we encourage parents to compare Saint Margaret's results to those of surrounding schools as well as other Archdiocesan schools.

Standardized test scores provide valuable data to assist with strengthening the school's program and in meeting the needs of the individual student. While understanding that test scores are not the only assessment tool to measure the success of the child, it is helpful with bridging gaps within a program and for the individual child. Saint Margaret School is committed to building a strong academic foundation based upon each individual's talents, strengths and abilities.

3. Sharing Lessons Learned:

Administration and faculty share their experiences from professional development and training in specific core areas through national conferences, Archdiocesan wide conferences and workshops, during regular faculty meetings, team meetings, curricular meetings, and grade-level meetings. Sharing lessons learned through discussion fosters improvement amongst colleagues by equipping them with the necessary tools to enhance classroom instruction.

Saint Margaret School staff has participated in nationally recognized conferences sponsored by the NCEA (National Catholic Education Association) and the NMSC (National Middle School Association). The variety of workshops and seminars have provided opportunities for the administration and faculty to share best practices with fellow colleagues across the country, as well as bring back to the school, lessons learned. District wide meetings have also been provided in the uses of curriculum mapping and the utilization of standardized test scores to improve instruction.

At the administrative level, the principal and assistant principals attend Archdiocesan meetings as well as local meetings to include; parish staff, school board, H.S.A., and executive board meetings.

Administration has also attended community events and has accepted invitations by high schools to highlight the school's achievements. The faculty and school benefit from the collective wisdom, experiences, and practices of the educational leaders of the school.

Eighteen faculty members belong to the State of Maryland International Reading Association Council (SOMIRAC) including one who serves as vice-president at the local level. This nationally recognized organization gives teachers opportunities to share successful strategies and explore current research-based and classroom-tested teaching techniques. SOMIRAC members regularly attend meetings and workshops and disseminate information to colleagues. Participation by faculty in discussion groups at the National Mathematics Conference, Teaching Excellence, Writers Workshop, Differentiating Instruction and Anti-bullying has enriched the school program. The school's Technology Integration Specialist provides workshops and sessions in technology for public as well as Catholic school teachers which earn them MSDE credit.

Striving to provide administration, teachers, parents, and students with guest lecturers and speakers to enhance our program is paramount. Many of these programs have been open to other communities to attend or have been recommended to other schools leaders to pursue. Recent examples include: Heidi Hayes Jacob, Keys to Curriculum Mapping; Ester Williams, The Bully, the Bullied and Beyond; Marc Southland, Internet Safety and Cyber-bullying; Leo Bretholz, (Holocaust survivor) Leap Into Darkness; Ed Okonowicz, Meet the Author and Larry Scott, Rachel's Challenge.

4. Engaging Families and Communities:

Communication between the home and school is absolutely essential. In order to communicate effectively, both parties must form a partnership through open and transparent dialogue. The process begins in the spring of the previous year with the distribution of handbooks outlining policies, procedures, expectations, events and meetings.

School handbooks and calendars are distributed to families in May for the upcoming school year. These materials provide changes in the academic program, discipline code, dress code, and the calendar of events in order to ensure student preparedness.

To assist in transitioning to Middle School, fifth grade students and parents attend a Middle School orientation in the spring. Games and activities familiarize students with the campus and staff. Parents receive orientation from administrators regarding the expectations and structure of the Middle School. Other opportunities such as movie nights, field days, and shadow days acquaint fifth graders with this campus.

New families are aligned with a mentoring family to ensure a smooth transition to the school community. A new parent reception is held during the summer with the administration to provide an opportunity to meet other new families, build relationships and have questions answered. Room parents and coordinators are assigned to each classroom and to act as a liaison amongst the parents, teachers and administrators to ensure inclusion of new families.

In August, students and parents in all grades attend a Meet the Teacher day where the parent-student-teacher relationship is established. Administrators, teachers and staff are available for any questions. Students receive class schedules and books and parents complete required paperwork. This preparation builds a solid foundation for the school year.

Three back-to-school nights (preschool, elementary, middle school) are held to ensure maximum communication with parents. Parents meet with the administration and teachers for an overview of yearly goals. Teachers and support staff meet formally and informally with parents regarding academic, social, and developmental progress throughout the year.

Technology is an integral part of communication. Parents have 24-hour access to student academic progress through PowerSchool, an online student information system. Teachers utilize TeacherWeb, an online teacher website program, to post homework and projects; professional information; school calendar information; and educational support links for review, studying, and research. Parents are able to email teachers directly through these webpages. Parent correspondence is sent through Connect5, an online notification service via email and phone.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Saint Margaret School has a comprehensive, spiraling curriculum aligned with the standards established by the Archdiocese of Baltimore. Curriculum maps ensure that concepts and skills are taught sequentially, prevent gaps in instruction, and outline a developmentally appropriate course of study. The integrated language arts curriculum includes reading, writing, grammar, spelling, vocabulary, penmanship, listening, and study skills. Our Writing to Enhance Learning program's purpose is to ensure that students have the skills and abilities to be effective communicators in all curricular areas.

The math program begins with basic arithmetic skills and progresses through Algebra I. A lifelong love of mathematics and learning is fostered through the use of problem solving skills, cooperative learning, and critical thinking.

The science program engages students in scientific investigations, skills, methods and knowledge. Students explore topics in earth, life, and physical sciences. Methods of scientific inquiry, a hands-on approach to experimentation, and a consideration of ethics, responsibility, and scientific innovations are cornerstones of the program. Critical thinking, problem solving, and mathematical skills, are infused throughout the science curriculum.

The social studies program focuses on the study of American and world history, geography, government, and economics. Students participate annually in the National Geography Bee. Sixth graders present their knowledge of the Ancient World in a public Social Studies Fair.

The Religion program encompasses the history, values, ideals, and traditions of the Catholic faith including Family Life instruction, instilling responsibility for social justice, and a wide variety of community outreach projects. Faith formation is accomplished as students participate in weekly mass, daily prayer, and service to God through service to others.

The art program focuses on production using various media; history, criticism, and elements of art; and principles of design. Student art work is displayed throughout the school buildings and utilized for parish and school events. The music program focuses on performance, composition, and evaluation of a varied repertoire of music. Students develop an appreciation of music in relation to history, culture, liturgy, and Catholic identity. Students perform in school-wide concerts, band competitions, and music ministry for prayer services and mass.

The physical education/health program encompasses health, wellness, and fitness. Cardiovascular health and wellness concepts are taught in grades K-5. Formally organized sports and games are introduced in the middle school. Cooperative play and team sports are emphasized. The Annual Pacer Fitness Test is administered to grades 4-8 and results are shared with the parents.

The technology program involves weekly computer literacy skills classes in grades 1-6. In grades 3-5 an emphasis is placed on typing skills through the Edotyping program. In grades 7-8 technology instruction is infused throughout the curriculum. Online Web-locker software enables students in grades 5-8 Internet access to class work and school projects at home and in school.

Saint Margaret School is in compliance with the program's foreign language requirements. The Spanish program encompasses the language, grammar, geography, and culture, while the four skills of listening, speaking, reading, and writing are reinforced through an immersive and authentic approach. Students have placed into Honors Spanish III upon entering high school.

The middle school curriculum includes classes in Critical Thinking, Study Skills, SOAR, Adolescent Skills, and Interviewing Skills. A Math career and general career day is offered every other year. A program, Daily Independent Reading Time (DIRT), was established to increase reading comprehension skills. The middle school has implemented a Homework Improvement Plan (HIP) to encourage better work and study habits. An after-school course for high school entrance exam test preparation is offered. Saint Margaret graduates are accepted into highly competitive schools and programs. The curriculum is continually re-evaluated for high school readiness and success.

2. Reading/English:

The Saint Margaret School reading curriculum utilizes a multifaceted approach that strives to meet the needs of all learners. Skills, beginning at the preschool level, are not taught in isolation but are linked to strategies and to the writing program. Comprehension is extended by author visits, webinars, blogs, cross-curricular activities, and the required summer reading. These opportunities provide improved reading comprehension in all areas by building a strong vocabulary base.

The current school wide anthology series for grades K-5, Harcourt's Storytown, exposes students to a variety of genres including nonfiction selections. It is supported by integrated novels, short stories, monthly book reports, and literature circles. "Robust Vocabulary," taught in all grades, corresponds to the stories read. Interactive Word Walls add a kinesthetic/visual reinforcement.

Reading blocks, consisting of 120 minutes, in grades K-3 allow for a variety of teaching methods, such as flexible grouping and utilization of leveled readers. Teachers and instructional aides support learning and accommodate individual needs through differentiated instruction. The Soar to Success intervention resource program for K-2 students provides support for students reading below grade level. Qualified resource teachers work closely with students who need additional help. These services are provided in the regular classroom, pull-out group sessions or individual consultation. Students in grades 1-3 demonstrating strong reading skills participate weekly in an advanced reading group responding to challenging novels using critical thinking skills.

In grades 4-8, under the guidance of the teacher, students use their Lexile levels when making selections for independent reading. The DIRT (Daily Independent Reading Time) Program dedicates a weekly class period for reading and responding to literature selected by the student. The program intensifies at the middle school level. Beyond classroom instruction, the DIRT program reinforces and extends confidence in reading, fosters an appreciation of the written language and engages reluctant readers. The program's success is evident through increased circulation of the school library books.

In grades 6-8, the series, Glencoe Literature, supports the integrated program and emphasizes personal and global connections through unit themes using all types of genres. Novels read reinforce Catholic identity and values. Students consider civil rights as they read To Kill A Mockingbird and explore the ethical ramifications from the Holocaust as they read Leap Into Darkness. As an example of a culminating activity, eighth grade students met the author and Holocaust survivor, Leo Bretholz.

3. Mathematics:

Saint Margaret School mathematics curriculum is a rigorous program based on national, state, and Archdiocesan standards that strives to meet the individual needs of each student. Grades K-8 students

follow the Archdiocesan Course of Study. Houghton Mifflin for grades K-5 and McDougal Littell for grades 6-8, including Algebra I, are used to achieve math goals. While maintaining rigorous standards, individual student needs are met by the support of homogeneous and flexible groupings to achieve mastery and thereby ensuring success in the spiraling curriculum. The pacing of the math program is directly correlated to student achievement and ability. Along with Standardized test scores, pre- and post-assessments are used to diagnose student readiness and placement or movement within flexible groupings. In the current sixth grade, two of three groups are working above grade level; two of three in seventh grades, and in eighth grade, over 75% are working above grade level. Saint Margaret graduates are placed in advanced math courses in high school.

A weekly class is designated for math computation practice and reinforcement. An integral component in math class is journal writing, which demonstrates student thought processes and enables teachers to assess comprehension of concepts. Manipulatives are utilized in the program to establish a more concrete understanding of numbers. Technology through the use of Mimios, SMARTBoards, iPad applications, and online resources aid in the discovery and mastery of math concepts. Elementary students, struggling with specific math concepts, meet with a resource teacher to address areas of concern. In middle school math, critical thinking skills are developed and applied during a specific weekly class. Instructional aides are present in some math classroom to support learning.

Additional highlights of the program include Math Week, which engages students in activities to recognize the importance of math in daily life. One Hundred Day activities occur in the elementary grades where younger students showcase their ability to count, group, and sort one hundred; older students explore applications of percentages, fractions, and decimals relating to one hundred. Students participate in math competitions such as the St. Jude Math-a-thon and Math Olympics. Seventh and eighth grade students participate in the Toshiba ExploraVision National Competition, which incorporates math and science as students strive to devise a scientifically-based solution to a current world problem. The middle school hosts a Math Career Day inviting professionals to share the importance of mathematics in their chosen occupations.

4. Additional Curriculum Area:

Religion

In accordance with the pastoral message on Catholic education from the National Conference of Catholic Bishops, November, 1972, entitled, "To Teach As Jesus Did," Saint Margaret School is committed to the three fold purpose of Catholic education: "to teach doctrine, to build community and to serve."

All students participate in the Religion program. The primary text used is Benzinger's Blest Are We series and is supplemented by a family life component, Growing in Love, from Harcourt for grades one through eight. The liturgical celebrations including celebration of the Eucharist are an integral part of the curriculum. The parish pastor, priests and deacons regularly visit each classroom to deepen the students' faith formation. Students in grades 6 through 8 attend retreats conducted by the parish youth minister and the Net Ministry Program. A pilgrimage is held for eighth graders at the National Grotto and Shrine of St. Elizabeth Ann Seton. Social justice, its meaning and applications are taught and integrated into the Religion curriculum.

To build community within the school and between campuses, younger and older students are paired in a program called "Prayer Partners." The paired students participate in meaningful Christ-centered and outreach projects. Shared prayer services and liturgies bring the students together to build a strong faith community. The school and parish join together for the annual Christmas program, weekly liturgies and

prayer services. Students have initiated projects to assist those in need on the local, national and international levels. An eighth grade student initiated a project to collect shoes for children in Appalachia, delivered the shoes and worked on restoring one of the families' home.

“To serve” is an integral part of every aspect at Saint Margaret School. Frequent opportunities in outreach programs such as adopting needy families at Christmas, supporting Birthright, making blankets for Project Linus, visiting children at Kennedy Krieger Institute, hosting children from Battle Monument Special Needs School, making casseroles for Our Daily Bread Soup Kitchen in Baltimore City, making lunches for Harford County's homeless and serving at the Bel Air Cooperative Food Pantry. In a special outreach project that grew state-wide attention in 2006, Saint Margaret students donated over one million pennies to fund the building of a bridge for easier access for students of Saint Rose of Lima School in Haiti. Each year students, teachers, and families sponsor the education of many Haitian children.

5. Instructional Methods:

Saint Margaret School is committed to meeting the needs of all learners and helping students achieve their fullest potential. This is accomplished by providing whole, flexible, and ability grouping, resources, support, and utilizing differentiated instructional and assessment strategies. Teachers meet by grade level as well as in curriculum areas to discuss lessons and to ensure no gaps in instruction.

The faculty believes in the positive benefits of grouping students to address individual learning styles and needs; therefore, flexible grouping is used throughout the school day and supported by the classroom teachers. At the elementary level, the reading program, with its leveled readers, gives teachers the opportunity for ability grouping. Grade 5 is homogeneously grouped in math and science and grades 6-8 add social studies to the grouping to provide student-centered curricula for teachers to pace accordingly. Students needing further assistance are grouped in a smaller setting with a student teacher ratio of 5:1 for additional guided instruction. These students are supported by a nationally recognized reading intervention program, SOAR, targeting phonemic awareness, phonics, and fluency skills. It systematically introduces letter sounds and decoding strategies, providing instruction, practice, and application of skills.

The school's mission for technology is to inspire students and enhance the learning process. In grades K-6, a technology integration specialist works with the students to provide computer instruction as well as curriculum related lessons and projects. For example, Essential Skills and Kidspiration software reinforce reading comprehension and mathematics. Students in grades 7- 8 use the skills learned in prior grades to complete a variety of assignments and projects. Teachers use portable laptops to facilitate curriculum integration of technology.

Developmentally appropriate organizational support tools are utilized throughout Pre-K-8 grade. Emphasis is not just on the average student but also on the exceptional child. Grades 6-8, organizational and study skills courses teach essential strategies to improve organization, communication, reading, test-taking, and note-taking skills. A Homework Improvement Program supports students in grades 6 -8 with daily homework and test preparation assistance.

Various assessment formats complement the school's use of differentiated instruction. Students have an array of opportunities to demonstrate learning and apply skills. Testing modifications allow students to demonstrate knowledge based on ability and individual learning needs. ESOL students, students with service plans, and students with specific needs receive the benefit of assessment formats to improve academic progress and highlight their achievements.

6. Professional Development:

The faculty participates in professional organizations, attends a variety of training and development opportunities, and actively pursues continuing education in both academic and catechist areas to meet and exceed state and Archdiocesan requirements. Faculty and administration have attended workshops or conferences at both the national and local level in support of student learning, to improve writing, help with standardized test scores, promote internet safety and develop anti-bullying techniques.

Teachers at the middle school level piloted the Writer's Workshop Program after attending training sessions. Upon implementation of the program, curriculum area teachers saw the benefits in terms of student achievement and enhanced student writing and decided to expand it to 4th and 5th grade. The strengths of this program are reflected in the consistent recognition of Saint Margaret students in local and regional writing competitions and in students' consistently high performance on standardized tests. Further study of the standardized test scores was done through reading, interpreting and analyzing the results with the assistance of the manager of information research for the Archdiocese of Baltimore.

Saint Margaret School recently received media attention for supplementing the existing anti-bullying programs (Steps to Respect; Peaceful Playground; The Bully, Bullied, and Beyond) by the adoption of the internationally recognized Rachel's Challenge program. The successful impact of this program has led the Maryland Catholic Conference to contact Saint Margaret School to learn about possible implementation in other Catholic schools. The faculty, administration, and staff challenged themselves to create and foster a safe and caring environment for the students well ahead of the forthcoming state mandated anti-bullying law.

Over the past several years, teachers have attended off-site as well as on-site workshops and training sessions in the areas of differentiated instruction, classroom management and most recently on common childhood behavior problems. The entire staff attended these sessions offered by Catapult Learning and Kennedy Krieger Institute. These workshops provided useful teaching materials and classroom recommendations at all grade levels.

The Archdiocese of Baltimore has assisted in providing professional development opportunities to the administration, faculty and staff with analysis of the school's standardized test scores and has expanded course offerings through the Equip for Ministry program in faith formation.

7. School Leadership:

Knowing that the primary responsibility of a Catholic school principal is to follow in the footsteps of the Master Teacher, the principal should not only be the educational leader of the school, but she should also be the spiritual leader. The principal works to build and foster relationships among the faculty, students, parish and community through her presence at events, meetings and other functions. Having to oversee two campuses, the principal works with two assistant principals in a unified and collaborative professional relationship.

The principal is committed to the importance of life-long learning and the responsibility to adhere to the recommendations of the Strategic Plan from the Archdiocese, the principal modeled her own professional development and compliance by completing eighteen hours of graduate work in the 2011-2012 school year to complete the requirements for an additional certification. Teachers are encouraged and financially supported to pursue further education and degrees in order to maintain their MSDE certification and Religion certification. Substitutes are provided for teachers to attend workshops, conferences and courses.

The principal conducts weekly meetings to address general faculty issues, curriculum, special activities and events and specific grade level issues.

In accordance to her commitment to attain academic excellence, the principal has initiated and implemented numerous programs. The Rachel's Challenge program was added to the curriculum to supplement the current anti-bullying programs. Spanish was expanded to include all grades from kindergarten through grade eight. A Pre-School Prep program designed and implemented for two year olds and their parents.

The principal consistently strengthens the Catholic identity of the school. Through scheduling retreats with the Net Ministry program, valued-based school-wide themes, focus on the saints, hosting a vocation panel which includes the Archbishop, promoting daily prayer including the Angelus, she continuously finds ways to have Catholicism permeate the daily lives of the students.

Working as a liaison between the parish and school, the principal has developed an excellent rapport. After the completion of a Capital Campaign drive from the parish, the principal collaboratively worked with the teachers, staff and parish staff to cooperate with the contractors in order to complete the gym renovation in the desired time frame, to maintain the stability of the academic program and to ensure the safety of the students, faculty and staff.

Fiscal stability is very solid with her guidance in overseeing a balanced budget and a 100% tuition collection rate.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

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

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

K	1st	2nd	3rd	4th	5th
<u>\$5500</u>	<u>\$5500</u>	<u>\$5500</u>	<u>\$5500</u>	<u>\$5500</u>	<u>\$5500</u>
6th	7th	8th	9th	10th	11th
<u>\$5500</u>	<u>\$5500</u>	<u>\$5500</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
12th	Other				
<u>\$</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$6097

5. What is the average financial aid per student? \$916

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
9%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 67%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Stanford

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	630	626	622	613	615
Number of students tested	70	48	77	81	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Archdiocese of Baltimore does not break down information by ethnicity or learning status.					

13PV80

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Stanford

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	645	654	648	640	636
Number of students tested	70	48	76	81	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Archdiocese of Baltimore does not break down information by ethnicity or learning status.					

13PV80

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Stanford

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	661	666	656	648	647
Number of students tested	51	79	77	78	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Archdiocese of Baltimore does not break down information by ethnicity or learning status.					

13PV80

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Stanford

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	668	672	666	664	665
Number of students tested	51	79	77	78	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Archdiocese of Baltimore does not break down information by ethnicity or learning status.					

13PV80

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Stanford

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	679	674	671	670	667
Number of students tested	80	75	79	82	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Archdiocese of Baltimore does not break down information by ethnicity or learning status.					

13PV80

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Stanford

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	682	680	679	672	677
Number of students tested	80	75	79	82	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Archdiocese of Baltimore does not break down information by ethnicity or learning status.					

13PV80

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Stanford

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	691	691	685	683	687
Number of students tested	75	78	94	86	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Archdiocese of Baltimore does not break down information by ethnicity or learning status.					

13PV80

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Stanford

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	688	697	688	692	689
Number of students tested	75	78	94	86	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Archdiocese of Baltimore does not break down information by ethnicity or learning status.					

13PV80

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Stanford

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	712	714	710	707	714
Number of students tested	79	92	88	88	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Archdiocese of Baltimore does not break down information by ethnicity or learning status.					

13PV80

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Stanford

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	704	703	699	702	702
Number of students tested	79	92	88	88	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Archdiocese of Baltimore does not break down information by ethnicity or learning status.					

13PV80

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Stanford

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	726	722	719	723	713
Number of students tested	89	91	85	89	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Archdiocese of Baltimore does not break down information by ethnicity or learning status.					

13PV80

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Stanford

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	709	710	706	706	700
Number of students tested	89	91	85	89	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Archdiocese of Baltimore does not break down information by ethnicity or learning status.					

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